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ABSTRACT

This technical report documents teachers', principals', and consultants' perceptions of the importance of identified consultant behaviors when installing the process-promoting program, Science--A Process Approach. Teachers' viewpoints are reported within the framework of grade level taught, age, years of experience, and degree status. Principals' perceptions are categorized by States and the school types administered. Consultants' viewpoints are analyzed according to the number of teachers with whom a consultant worked, consultant degree status, academic rank, and teaching specialty. Related documents include EA 003 544, EA 003 545, EA 003 546, and EA 003 549. (Computer printout on pages 238-253 may reproduce poorly.) (Author/LLR)

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STATISTICAL REPORT

"Perceptions of Consultant Utilization"

Part I - Teachers' Perceptions
Part II - Principals' Perceptions
Part III - Consultants' Perceptions
Part IV - Data Summary

EA 003 550

Prepared by:

Harold Harty
July 1970

PREFACE

The intent of this document has been an organizational attempt to bring together the perceptions of three educator-types to determine what kinds of consultant service teachers deem most important and feel the greatest need for. The report is basically divided into four parts, with three sections devoted to the responses of the given educator-types to queries asked via written questionnaires. A brief fourth segment has been included as a general synthesis of the responses of those individuals within a given educational setting. An appendix has also been provided for those who wish to pursue a more thorough or comprehensive study.

The general format of this report, which may appear rather unorthodox, was established as a result of much deliberation with those individuals who will have future use for this document. The emphasis is on utility rather than a narration of lofty literary style. As a matter of fact, because of economic and time constraints the text has not been proofread with the usual desired degree of scrutiny. The data have not been presented as a result of stringent and sophisticated statistical treatments for the same above mentioned reasons. Also, the more complex statistical treatments have been avoided because of the uncleanness and untidiness of the data, which could be "cleaned up" with sufficient time, diligence and perseverance.

To facilitate the utilization of this document, the encyclopedic approach has been employed. For this purpose a pre-index has been provided. The report, itself, is not very readable; and it would probably be very undesirable for one to pursue this tedious task. Therefore, it is recommended that this compendium be used as a reference piece. To quote task sheet number III-H-7 (9/3/69), "Write a report, construct it so it will be a "gold mine" for all other consultant documents, brochures, essays, etc."

So --- the veins have been uncovered, have fun digging!!!

H.H.
Syracuse, N.Y.
July, 1970

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PRE-INDEX

Summarized Consultant Services, Functions or Activities

Code No.

7 Have consultant service available on a regular basis when implementing an innovative curriculum.

Teachers' Perceptions ... Tables - #1, #2, #3, #4, #5, #6

Principal's Perceptions ... Tables - #109, #110

Consultants' Perceptions ... Tables - #144, #145, #146, #147, #148, #149

8 Answer specific questions about the description of lessons that are contained in the teachers' text.

Teachers' Perceptions ... Tables - #7, #8, #9, #10, #11, #12

Principals' Perceptions ... Tables - #111, #112

Consultants'Perceptions ... Tables #150, #151, #152, #153, #154, #155

9 Answer questions about equipment, obtain equipment, repair or replace equipment, set up equipment.

Teachers' Perceptions ... Tables - #13, #14, #15, #16, #17, #18

Principals' Perceptions ... Tables - #113, #114

Consultants' Perceptions ... Tables - #156, #157, #158, #159, #160, #161

10 Demonstrate S-APA instruction for teachers, using small groups of students or a teacher's total class.

Teachers' Perceptions ... Tables - #19, #20, #21, #22, #23, #24

Principals' Perceptions ... Tables - #115, #116

Consultants' Perceptions ... Tables - #162, #163, #164, #165, #166, #167

11 Measure student achievement to insure that the curriculum does promote the desired student educational development.

Teachers' Perceptions ... Tables - #25, #26, #27, #28, #29, #30

Principals' Perceptions ... Tables - #117, #118

Consultants' Perceptions ... Tables - #168, #169, #170, #171, #172, #173

Code No.

12 Observe the classroom teacher while she teaches a lesson from the curriculum, then describe and constructively discuss the teacher's performance in a conference immediately following the lesson.

Teachers' Perceptions ... Tables - #31, #32, #33, #34, #35, #36

Principals Perceptions ... Tables - #119, #120

Consultants' Perceptions ... Tables - #174, #175, #176, #177, #178, #179

13 Interpret the program to various administrators, parents, PTA, school visitors, etc., in your school district.

Teachers' Perceptions ... Tables - #37, #38, #39, #40, #41, #42

Principals' Perceptions ... Tables - #121, #122

Consultants' Perceptions ... Tables - #180, #181, #182, #183, #184, #185

14 Work with a small group of children in the classroom to evaluate the effectiveness of a specific lesson from the curriculum (evaluate the curriculum itself).

Teachers' Perceptions ... Tables - #43, #44, #45, #46, #47, #48

Principals' Perceptions ... Tables - #123, #124

Consultants' Perceptions ... Tables - #186, #187, #188, #189, #190, #191

15 Assist the teacher to set quantity and quality goals for the amount of the curriculum to be taught in a school year.

Teachers' Perceptions ... Tables - #49, #50, #51, #52, #53, #54

Principals' Perceptions ... Tables - #125, #126

Consultants' Perceptions ... Tables - #192, #193, #194, #195, #196, #197

16 Assist the teacher in modifying lessons in the curriculum to best fit the needs of the children in that classroom.

Teachers' Perceptions ... Tables - #55, #56, #57, #58, #59, #60

Principals' Perceptions ... Tables - #127, #128

Consultants' Perceptions ... Tables - #198, #199, #200, #201, #202, #203

Code No.

17 Meet with teachers on a grade level basis after school or during planning periods to supply continuing inservice experience in the new curriculum.

Teachers' Perceptions ... Tables - #61, #62, #63, #64, #65, #66

Principals' Perceptions ... Tables - #129, #130

Consultants' Perceptions ... Tables - #204, #205, #206, #207, #208, #209

18 Answer teacher questions about the general subject matter (science questions).

Teachers' Perceptions ... Tables - #67, #68, #69, #70, #71, #72

Principals' Perceptions ... Tables - #131, #132

Consultants' Perceptions ... Tables - #210, #211, #212, #213, #214, #215

19 Assist the teacher to employ teaching techniques and classroom management strategies that foster regular, active student interaction with the materials of the curriculum.

Teachers' Perceptions ... Tables - #73, #74, #75, #76, #77, #78

Principals' Perceptions ... Tables - #133, #134

Consultants'Perceptions ... Tables - #216, #217, #218, #219, #220, #221

20 Assist teachers in developing new learning experiences for children that help transfer skills and knowledge acquired from the new curriculum to their reading, language arts, math, and social studies experiences.

Teachers' Perceptions ... Tables - #79, #80, #81, #82, #83, #84

Principals'Perceptions ... Tables - #135, #136

Consultants' Perceptions ... Tables - #222, #223, #224, #225, #226, #227

21 Is more effective in the classroom working cooperatively with teacher and students or more effective in the conference room discussing the program with the teacher.

Teachers' Perceptions ... Tables - #85, #86, #87, #88, #89, #90

Principals'Perceptions ... Tables - #137, #138

Consultants' Perceptions ... Tables - #228, #229, #230, #231, #232, #233

Code No.

22 Is more effective when the teachers are teaching S-APA or when they are not teaching S-APA on the day of his visit.

Teachers' Perceptions ... Tables - #91, #92, #93, #94, #95, #96

Principals' Perceptions ... Tables - #139, #140

Consultants' Perceptions ... Tables - #234, #235, #236, #237, #238, #239

23 Is more beneficial to the students for the consultant to occasionally "team up" with the teacher so that the class is taught by the teacher and the consultant during a lesson.

Teachers' Perceptions ... Tables - #97, #98, #99, #100, #101, #102

Principals' Perceptions ... Tables - #141, #142

Consultants' Perceptions ... Tables - #240, #241, #242, #243, #244, #245

Summarized Data---Means---All Consultant Activities

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Teachers --- (Grade Levels) ... Table #105

Teachers --- (Age Groupings) ... Table - #106

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Teachers --- (Degree Status) ... Table - #108

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Teachers--Principals--Consultants --- (States - N.Y.) ... Table - #255

Teachers--Principals--Consultants --- (Pilot Schools) ... Table - #256

Teachers--Principals--Consultants --- (Demo Schools) ... Table - #257

Part I

"Teachers' Perceptions of Consultant Utilization"

During preservice workshops and prior to the actual teaching of Science--A Process Approach (S-APA) the enclosed document (see: Appendix) entitled "Consultant Utilization Preferences" was administered to those in attendance. The workshops were held during August, 1969, at the following sites:

Edinboro State College	- (Pennsylvania demo school teachers - kindergarten thru third grade)
Ithaca College	- (Pennsylvania and New York State pilot school teachers - fourth and fifth grades)
Siena College	- (New York State demo school teachers - kindergarten thru third grade)

The schools, of diverse characteristics, are distributed geographically throughout the states of New York and Pennsylvania. These elementary schools are a part of the Eastern Regional Institute for Education's (ERIE's) network of pilot and demonstration schools. The schools, their locations, and ERIE code numbers are as follows:

Pilot Schools

Code Number	School	Location
01	F. S. Banford School	Canton, N. Y.
02	Cedar Road School	E. Northport, N. Y.
03	Cortland Campus School	Cortland, N. Y.
04	Maple School	Williamsville, N. Y.
05	Nathaniel Rochester #3	Rochester, N. Y.
06	Gen. E. S. Otis #30	Rochester, N. Y.
07	C. C. Ring School	Jamestown, N. Y.
08	Rosedale School	White Plains, N. Y.
09	Calvin Smith School	Painted Post, N. Y.
10	Ticonderoga School	Ticonderoga, N. Y.
11	Trumansburg School	Trumansburg, N. Y.
12	Westmere School	Albany, N. Y.
15	Blessed Sacrament School	Syracuse, N. Y.

Pilot Schools cont.

Code Number	School	Location
20	J. Henry Cochran School	Williamsport, Penna.
21	Fairview School	Fairview, Penna.
22	Wellsboro School	Wellsboro, Penna.
23	Abraham Lincoln School	Pittsburgh, Penna.
24	Overlook School	Pittsburgh, Penna.
25	Shannock Valley School	Rural Valley, Penna.
26	Washington School	Shamokin, Penna.
29	St. Cyril of Alexandria	Pittsburgh, Penna.
	Demonstration Schools	
30	Campbell School	Campbell, N. Y.
31	Clinton School	Clinton, N. Y.
32	G. Berton Davis School	Malone, N. Y.
33	Friendship School	Friendship, N. Y.
34	Gardiners Avenue School	Levittown, N. Y.
35	Groton School	Groton, N. Y.
36	Hancock School	Hancock, N. Y.
37	John Kennedy School	Batavia, N. Y.
38	North Hill School	Cheektowaga, N. Y.
39	Onondaga Hill School	Syracuse, N. Y.
40	Park View School	Kings Park, N. Y.
41	Paulding School	Tarrytown, N. Y.
42	Scotchtown Avenue School	Goshen, N. Y.
43	Sherman-Massey School	Watertown, N. Y.
44	Sloatsburg School	Sloatsburg, N. Y.
45	Stevens School	Scotia, N. Y.
46	Watkins Glen School	Watkins Glen, N. Y.
50	Ben Avon School	Pittsburgh, Penna.
51	Boalsburg School	State College, Penna.
52	Brighton Township School	Beaver, Penna.
53	Hamilton School	Carlisle, Penna.
54	Hoffman Avenue School	Windber, Penna.
55	Inglewood School	Lansdale, Penna.
56	Johnsville School	Warminster, Penna.
57	Lamar Township School	Mill Hall, Penna.
58	Lionville School	Downingtown, Penna.
59	Norwood School	Norwood, Penna.
60	Roosevelt School	Media, Penna.
61	Smethport School	Smethport, Penna.
62	Dr. Edward Tracy School	Easton, Penna.
63	White Oak School	McKeesport, Penna.
64	Woodward School	Lock Haven, Penna.

The primary purpose of the questionnaire was to ascertain the ideas and/or notions concerning attitudes and preferences about what K-3 teachers in the demonstration schools and fourth and fifth grade teachers in the pilot schools want in the way of services from our S-APA consultants. The collected data have their foundations in the responses to the items on the questionnaire. As in any questionnaire-data gathering endeavor, many of the items are not answered or scored, such is the case here.

The data represent a summary of the teachers' responses to the questions asked, signified by their mean numerical response on a one to seven continuum. The data have also been tabulated under the following four categories:

	Number of Teachers
1. Grade Levels	
a. kindergarten	47
b. first grade	69
c. second grade	68
d. third grade	6
e. fourth grade	13
f. fifth grade	36
2. Age Groupings	
a. twenty-one to thirty	116
b. thirty-one to forty	40
c. forty-one to fifty	38
d. fifty-one to sixty	38
e. sixty-one-plus	7

	Number of Teachers
3. Years of Experience Groupings	
a. zero years experience	27
b. one to three years experience	65
c. four to ten years experience	65
d. eleven to twenty years experience	42
e. twenty-plus years experience	40
4. Highest Degree Received	
a. no degree	17
b. bachelors degree	181
c. masters degree	15
d. masters-plus	27

Within all categories, except the state of teachers and school-type of teachers, their responses will also be portrayed in tables by frequencies and percentages per continuum interval.

Question I-7

When the teachers were asked, "How important is it to you to have consultant service available on a regular basis when you are implementing an innovative curriculum in your own classroom?", they responded on the following continuum:

1	2	3	4	5	6	7
Extremely necessary to have consultant service					There is no need for any consultant service	

Mean numerical response = 2.00 Standard deviation = 1.20

Comment(s):

1. Teachers perceive the availability of consultant service on a regular basis when implementing an innovative curriculum as being rather necessary.

Looking at the data by states finds:

Table 1:

State of Teachers	Mean Numerical Response	Standard Deviation
Pennsylvania Teachers	1.9	1.2
New York Teachers	2.1	1.3

Comment(s):

1. Pennsylvania teachers deem the availability of consultant service on a regular basis when implementing an innovative curriculum as being slightly more necessary than New York teachers.

Inspection of the data by school-types finds:

Table 2:

School-Type	Mean Numerical Response	Standard Deviation
Pilot School Teachers	2.5	1.5
Demo School Teachers	1.9	1.1

Comment(s):

1. Demo school teachers assess the availability of consultant service on a regular basis when implementing an innovative curriculum as being more necessary than pilot school teachers.

Examination of the data by grade levels finds:

Table 3:

Grade Levels	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Kindergarten	22	47	14	30	5	10	5	10	0	0	1	3	0	0
First Grade	30	43	24	34	9	13	3	4	3	4	1	1	0	0
Second Grade	33	47	17	24	15	21	3	4	0	4	2	3	0	0
Third Grade	2	34	4	66	0	0	0	0	0	0	0	0	0	0
Fourth Grade	4	31	2	15	3	23	0	0	4	31	0	0	0	0
Fifth Grade	12	33	11	31	7	20	4	11	0	0	1	3	1	3

	Mean	S.D.
Kindergarten	1.9	1.2
First Grade	1.9	1.2
Second Grade	1.9	1.1
Third Grade	1.7	0.5
Fourth Grade	2.8	1.7
Fifth Grade	2.3	1.4

Comment(s):

1. When compared with teachers of other grade levels, third grade teachers rated the availability of consultant service on a regular basis as being more necessary.

2. When considering all of the consultant activities presented, second grade teachers discerned this function to be the most important.

Analysis of the data by age groupings finds:

Table 4:

Age Groupings	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Ages (21 - 30)	47	40	34	29	23	19	7	6	5	4	3	3	0	0
Ages (31 - 40)	26	53	17	35	4	8	2	4	0	0	0	0	1	2
Ages (41 - 50)	24	59	8	20	5	12	4	10	0	0	0	0	0	0
Ages (51 - 60)	17	41	13	31	6	15	3	7	0	0	1	2	0	0
Ages (61 plus)	2	22	4	44	1	11	1	11	1	11	0	0	0	0

	Mean	S.D.
Twenty-one to thirty	2.2	1.3
Thirty-one to forty	1.8	1.1
Forty-one to fifty	1.8	1.1
Fifty-one to sixty	2.1	1.2
Sixty-one - plus	2.4	1.5

Comment(s):

1. When compared to the teachers of the other three age groupings, those, ages thirty-one to forty and forty-one to fifty judge the availability of consultant service on a regular basis as being more necessary.

2. When considering all the consultant activities presented, teachers, ages thirty-one to forty perceived this function to be the most important.

Scrutinization of the data by years-of-experience groupings finds:

Table 5:

Years of Experience Groupings	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
(0 years)	10	50	4	20	4	20	2	10	0	0	0	0	0	0
(1 to 3 years)	26	46	19	33	9	15	0	0	2	4	1	2	0	0
(4 to 10 years)	26	37	22	30	11	15	7	10	3	4	2	3	0	0
(11 to 20 years)	31	51	15	25	11	18	3	5	0	0	0	0	1	2
(20 - plus years)	22	48	14	30	3	7	5	11	1	2	1	2	0	0

	Mean	S.D.
Zero years	2.0	1.2
One to three years	2.1	1.3
Four to ten years	2.1	1.3
Eleven to twenty years	1.6	0.8
Twenty-plus years	2.2	1.3

Comment(s):

1. Teachers with eleven to twenty years experience deem the availability of consultant service on a regular basis as being more necessary than those in the other years-of-experience groupings.

2. Of all the consultant activities mentioned, this is the one that teachers with eleven to twenty years experience rated as being most important.

Probing the data by degree status of teachers finds:

Table 6:

Highest Degree Received	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
No Degree	9	53	5	29	2	12	1	6	0	0	0	0	0	0
B.S. or B.A.	69	38	57	31	29	16	14	8	5	3	7	3	0	0
M.S. or M.A.	14	74	1	5	3	15	0	0	1	5	0	0	0	0
M.S.+ or M.A.+	24	59	10	24	4	10	2	5	1	2	0	0	0	0

	Mean	S.D.
No Degree	1.9	1.1
B.S. or B.A.	2.1	1.2
M.S. or M.A.	1.7	1.6
M.S.+ or M.A.+	1.8	1.0

Comment(s):

1. Teachers possessing a M.S. or M.A. value the availability of consultant service on a regular basis as being more necessary than teachers of other degree status.

2. When considering all the consultant activities presented, teachers with a M.S. or M.A. prized this function to be the most important.

Question I-8

When the teachers were asked, "How important is it to you to have a consultant available to answer specific questions about the description of lessons that are contained in the teacher text (syllabus)?", their responses were recorded on the following continuum:

1	2	3	4	5	6	7
Very Important						Unimportant

Mean numerical response = 2.2 Standard deviation = 1.4

Comment(s):

1. Teachers perceive the availability of a consultant to answer specifc questions about the description of lessons that are contained in the teacher text as being rather important.

Looking at the data by states finds:

Table 7:

State of Teacher	Mean Numerical Response	Standard Deviation
Pennsylvania Teachers	2.1	1.4
New York Teachers	2.1	1.3

Comment(s):

1. Both Pennsylvania and New York teachers feel this consultant service is very important.

Inspection of the data by school-type finds:

Table 8:

School-Type	Mean Numerical Response	Standard Deviation
Pilot School Teachers	2.2	1.5
Demo School Teachers	2.2	1.5

Comment(s):

1. Both pilot and demo school teachers discern this consultant activity as being very important.

Examination of the data by grade level finds:

Table 9:

Grade Levels	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Kindergarten	23	49	11	23	8	17	2	4	1	2	2	4	0	0
First Grade	35	51	17	25	8	12	2	3	2	3	4	6	1	1
Second Grade	29	43	18	27	11	16	5	7	1	1	3	4	1	1
Third Grade	1	17	4	66	0	0	0	0	1	17	0	0	0	0
Fourth Grade	8	62	1	8	3	23	1	8	0	0	0	0	0	0
Fifth Grade	10	26	13	33	9	23	4	10	3	8	0	0	0	0

	Mean	S.D.
Kindergarten	2.0	1.3
First Grade	2.1	1.5
Second Grade	2.2	1.5
Third Grade	2.3	1.4
Fourth Grade	1.8	1.1
Fifth Grade	2.3	1.1

Comment(s):

1. Fourth grade teachers evaluate this function more important than teachers of the other grade levels.

2. When considering all the consultant activities presented, fourth grade teachers deemed this service to be the most important.

Analysis of the data by age groupings finds:

Table 10:

Age Groupings	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Ages (21-30)	40	34	39	33	22	18	7	6	5	4	5	4	1	1
Ages (31-40)	24	47	9	18	7	14	4	8	3	6	2	4	1	2
Ages (41-50)	23	56	10	24	5	12	2	5	0	0	1	2	0	0
Ages (51-60)	17	46	9	24	5	14	2	5	2	5	1	3	1	3
Ages (61 plus)	7	78	0	0	2	22	0	0	0	0	0	0	0	0

	Mean	S.D.
Twenty-one to thirty	2.3	1.4
Thirty-one to forty	2.2	1.6
Forty-one to fifty	1.6	1.1
Fifty-one to sixty	1.9	1.2
Sixty-one - plus	1.7	1.0

Comment(s):

1. Teachers, ages forty-one to fifty, judge this consultant activity to be more important than teachers within the other four age groupings.

2. Of all the consultant functions mentioned, this is the one that teachers, ages forty-one to fifty, rated as being most important.

Scrutinization of the data by years-of-experience groupings finds:

Table 11:

Years of Experience Groupings	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
(0 years)	10	50	7	35	3	15	0	0	0	0	0	0	0	0
(1 to 3 years)	25	43	17	29	9	16	3	5	2	3	2	3	0	0
(4 to 10 years)	20	28	21	30	14	20	7	10	4	6	4	6	1	1
(11 to 20 years)	31	51	14	23	8	13	2	3	3	5	2	3	1	2
(20 plus years)	22	48	9	20	8	17	3	7	1	2	1	2	1	2

	Mean	S.D.
Zero years	1.8	0.9
One to three years	2.1	1.2
Four to ten years	2.5	1.6
Eleven to twenty years	1.9	1.5
Twenty-plus years	1.9	1.3

Comment(s):

1. Teachers without any experience deem this consultant service to be more important than those teachers in the other four years-of-experience groups.

2. When considering all the consultant activities presented, teachers without any experience assessed this function to be the most important.

Probing the data by degree status of teachers finds:

Table 12:

Highest Degree Received	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
No Degree	10	59	4	24	1	6	1	6	0	0	1	6	0	0
B.S. or B.A.	73	41	52	29	33	18	10	6	3	2	7	4	2	1
M.S. or M.A.	9	56	4	25	1	6	1	6	1	6	0	0	0	0
M.S.+ or M.A.+	18	44	8	20	7	17	3	7	3	7	1	2	1	2

	Mean	S.D.
No Degree	1.8	1.3
B.S. or B.A.	2.1	1.4
M.S. or M.A.	2.2.	1.7
M.S.+ or M.A.+	1.9	1.4

Comment(s):

1. Teachers without any academic degree value this consultant activity to be more important than teachers within other degree status groups.

Question I-9

When the teachers were asked, "How important is it to you to have a consultant available to answer questions about equipment, obtain equipment, repair or replace equipment or set up equipment?", they responded on the following continuum:

1	2	3	4	5	6	7
Very Important						Unimportant

Mean numerical response = 2.2   Standard deviation = 1.3

Comment(s):

1. Teachers perceive the availability of a consultant to answer questions about equipment, obtain equipment, repair or replace equipment or set up equipment as being rather important.

Looking at the data by states finds:

Table 13:

State of Teacher	Mean Numerical Response	Standard Deviation
Pennsylvania Teacher	2.0	1.3
New York Teacher	2.2	1.4

Comment(s):

1. Pennsylvania teachers feel this consultant service is more important than New York teachers.

Inspection of the data by school-type finds:

Table 14:

School-Type	Mean Numerical Response	Standard Deviation
Pilot School Teachers	2.0	1.2
Demo School Teachers	2.2	1.5

Comment(s):

1. Pilot school teachers judge this consultant function to be more important than demo school teachers.

2. When considering all the consultant activities presented, pilot school teachers deemed this service to be most important.

Examination of the data by grade level finds:

Table 15:

Grade Levels	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Kindergarten	25	53	13	28	5	11	1	2	0	0	2	5	1	2
First Grade	29	41	19	27	8	11	8	11	2	3	4	6	0	0
Second Grade	30	44	15	22	12	18	4	6	5	7	2	3	0	0
Third Grade	1	17	3	50	1	17	0	0	1	16	0	0	0	0
Fourth Grade	7	54	2	15	2	15	1	8	0	0	0	0	1	8
Fifth Grade	11	31	17	47	6	17	1	3	1	3	0	0	0	0

	Mean	S.D.
Kindergarten	1.9	1.4
First Grade	2.2	1.5
Second Grade	2.2	1.4
Third Grade	2.5	1.4
Fourth Grade	2.2	1.8
Fifth Grade	2.0	0.9

Comment(s):

1. Kindergarten teachers evaluate this function to be more important than teachers at any other grade level.
2. When considering all the consultant activities presented, fifth grade teachers deemed this service to be the most important.
3. Of all the consultant functions mentioned, this is the one that third grade teachers perceived to be the most unimportant.

Analysis of the data by age groupings finds:

Table 16:

Age Groupings	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Ages (21-30)	40	34	46	39	16	13	7	6	7	6	2	2	1	1
Ages (31-40)	17	34	13	26	10	20	4	8	2	4	3	6	1	2
Ages (41-50)	21	51	6	15	6	15	3	7	2	5	3	7	0	0
Ages (51-60)	21	57	6	16	5	14	2	5	0	0	2	5	1	3
Ages (61 plus)	8	80	2	20	0	0	0	0	0	0	0	0	0	0

	Mean	S.D.
Twenty-one to thirty	2.2	1.3
Thirty-one to forty	2.5	1.7
Fourty-one to fifty	1.9	1.5
Fifty-one to sixty	1.9	1.3
Sixty-one plus	1.3	0.5

Comment(s):

1. Teachers, ages sixty-one plus, judge this consultant activity to be more important than teachers within the other four age groupings.
2. When considering all the consultant activities presented, both groups of teachers, ages fifty-one to sixty and ages sixty-one plus, rated this function to be the most important.

Scrutinization of the data by years-of-experience groupings finds:

Table 17:

Years of Experience Groupings	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
(0 years)	11	55	2	10	4	20	2	10	0	0	1	5	0	0
(1 to 3 years)	23	40	19	33	7	12	3	5	4	7	1	2	1	2
(4 to 10 years)	18	25	29	41	11	15	4	6	4	6	4	6	1	1
(11 to 20 years)	26	43	15	25	10	16	5	8	2	3	3	5	0	0
(20 plus years)	26	57	9	20	6	13	2	4	1	2	1	2	1	2

	Mean	S.D.
Zero years	2.1	1.5
One to three years	2.1	1.2
Four to ten years	2.4	1.5
Eleven to twenty years	2.1	1.5
Twenty plus years	1.8	1.2

Comment(s):

1. Teachers with twenty-plus years of experience deem this consultant service to be more important than those teachers in the other four years-of-experience groups.

2. Of all the consultant functions mentioned, this is the one that teachers with twenty-plus years of experience perceived to be the most important.

Scanning the data by degree status of teachers finds:

Table 18:

Highest Degree Received	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
No Degree	10	59	3	18	2	12	1	6	0	0	1	6	0	0
B.S. or B.A.	70	39	56	32	28	16	11	6	7	4	4	2	1	1
M.S. or M.A.	8	42	3	16	3	16	2	11	3	16	0	0	0	0
M.S.+ or M.A.+	17	41	12	29	5	12	1	2	1	2	4	9	1	3

	Mean	S.D.
No Degree	1.8	1.3
B.S. or B.A.	2.1	1.3
M.S. or M.A.	2.4	1.5
M.S.+ or M.A.+	2.1	1.6

Comment(s):

1. Teachers without any academic degree value this consultant activity to be more important than teachers within other degree status groups.

2. When considering all the consultant activities presented, teachers without any academic degree prized this function to be the most important.

Question I-10

When the teachers were asked, "How important is it to you to have a consultant available to demonstrate Science--A Process Approach instruction for teachers, using small groups of students or a teacher's total class?", their responses were recorded on the following continuum:

1	2	3	4	5	6	7
Very important						Unimportant

Mean numerical response = 2.0   Standard deviation = 1.2

Comment(s):

1. Teachers perceive the availability of a consultant to demonstrate Science--A Process Approach instruction for teachers, using small groups of students or a teacher's total class as being quite important.

2. Of all the consultant functions mentioned, this is the one that teachers as a group rated to be the most important.

Looking at the data by states finds:

Table 19:

State of Teacher	Mean Numerical Response	Standard Deviation
Pennsylvania Teachers	1.9	1.1
New York Teachers	2.1	1.3

Comment(s):

1. Pennsylvania teachers feel this consultant service is more important than New York teachers.

2. When considering all the consultant activities presented, both the Pennsylvania and New York teachers assessed this function to be the most important.

Inspection of the data by school-type finds:

Table 20:

School-Type	Mean Numerical Response	Standard Deviation
Pilot School Teachers	2.5	1.5
Demo School Teachers	1.9	1.1

Comment(s):

1. Demo school teachers judge this consultant function to be more important than pilot school teachers.

Examination of the data by grade level finds:

Table 21:

Grade Levels	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Kindergarten	26	54	11	23	8	17	1	2	0	0	1	2	1	2
First Grade	33	48	20	29	12	17	4	6	0	0	0	0	0	0
Second Grade	32	47	20	29	10	15	3	4	3	4	0	0	0	0
Third Grade	2	33	3	50	0	0	1	17	0	0	0	0	0	0
Fourth Grade	3	23	4	31	1	8	2	15	1	8	1	8	1	8
Fifth Grade	8	22	15	42	8	22	1	3	3	9	1	3	0	0

	Mean	S.D.
Kindergarten	1.9	1.3
First Grade	1.8	0.9
Second Grade	1.9	1.1
Third Grade	2.0	1.1
Fourth Grade	3.1	1.9
Fifth Grade	2.4	1.3

Comment(s):

1. First grade teachers evaluate this function to be more important than teachers at any other grade level.
2. Of all the consultant functions mentioned, this is the one that first grade teachers perceived to be the most important.

Analysis of the data by age groupings finds:

Table 22:

Age Groupings	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Ages (21-30)	42	36	40	34	22	19	6	5	5	5	2	2	0	0
Ages (31-40)	24	48	15	30	6	12	4	8	0	0	1	2	0	0
Ages (41-50)	24	59	10	24	5	12	1	2	0	0	0	0	1	2
Ages (51-60)	17	41	13	32	9	22	1	2	1	2	0	0	0	0
Ages (61 plus)	6	60	2	20	0	0	1	10	0	0	0	0	1	10

	Mean	S.D.
Twenty-one to thirty	2.2	1.2
Thirty-one to forty	1.9	1.2
Forty-one to fifty	1.7	1.2
Fifty-one to sixty	1.9	1.3
Sixty-one plus	1.7	1.1

Comment(s):

1. Teachers, ages forty-one to fifty and sixty-one-plus, judge this consultant activity to be more important than teachers within the other three age groupings.

Scrutinization of the data by years-of-experience groupings finds:

Table 23:

Years of Experience Groupings	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
(0 years)	7	35	2	10	7	35	2	10	1	5	0	0	1	5
(1 to 3 years)	24	41	22	38	8	14	2	3	1	2	1	2	0	0
(4 to 10 years)	33	46	21	30	10	14	3	4	3	4	1	1	0	0
(11 to 20 years)	26	43	21	34	9	15	3	5	1	2	1	2	0	0
(20 plus years)	21	46	13	28	8	17	3	7	1	2	0	0	0	0

	Mean	S.D.
Zero years	2.7	1.7
One to three years	1.9	1.0
Four to ten years	1.9	1.2
Eleven to twenty years	1.7	0.9
Twenty plus years	1.9	1.3

Comment(s):

1. Teachers with eleven to twenty years of experience deem this consultant service to be more important than those teachers in the other four years-of-experience groups.

2. When considering all the consultant activities presented, both groups of teachers, those possessing one to three years experience and four to ten years experience perceived this consultant function to be most important.

Scanning the data by degree status of teachers finds:

Table 24:

Highest Degree Received	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
No Degree	7	41	4	24	5	29	0	0	1	6	0	0	0	0
B.S. or B.A.	75	42	52	29	32	18	11	6	5	3	3	2	0	0
M.S. or M.A.	6	32	10	53	2	11	0	0	1	5	0	0	0	0
M.S.+ or M.A.+	24	59	12	29	3	7	1	3	0	0	0	0	1	3

	Mean	S.D.
No Degree	2.3	1.6
B.S. or B.A.	2.1	1.2
M.S. or M.A.	1.9	1.0
M.S.+ or M.A.+	1.7	1.3

Comment(s):

1. Teachers possessing a M.S.+ or M.A.+ value this consultant activity to be more important than teachers within other degree status groups.
2. Of all the consultant functions mentioned, this is the one that teachers with a B.S. or B.A. only rated as being the most important.

Question I-11

When the teachers were asked, "How important is it to you to have a consultant available to measure student achievement to insure that the curriculum does promote the desired student educational development?", they responded on the following continuum:

1	2	3	4	5	6	7
Very Important						Unimportant

Mean numerical response = 2.7   Standard deviation = 1.5

Comment(s):

1. Teachers perceive the availability of a consultant to measure student achievement to insure that the curriculum does promote the desired student educational development as being of passable importance.

Looking at the data by states finds:

Table 25:

State of Teachers	Mean Numerical Response	Standard Deviation
Pennsylvania Teachers	2.6	1.4
New York Teachers	2.8	1.6

Comment(s):

1. Pennsylvania teachers feel this consultant service is more important than New York teachers.

Inspection of the data by school-type finds:

Table 26:

School-type	Mean Numerical Response	Standard Deviation
Pilot School Teachers	2.8	1.5
Demo School Teachers	2.7	1.6

Comment(s):

1. Demo school teachers judge this consultant function to be slightly more important than pilot school teachers.

2. When considering all the consultant activities presented, demo school teachers assessed this function to be the most unimportant.

Examination of the data by grade level finds:

Table 27:

Grade Levels	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Kindergarten	16	33	10	21	10	21	7	15	3	6	1	2	1	2
First Grade	15	22	22	32	15	22	6	9	6	9	4	6	1	1
Second Grade	14	21	19	28	13	19	13	19	3	4	5	7	1	1
Third Grade	1	17	5	83	0	0	0	0	0	0	0	0	0	0
Fourth Grade	2	15	2	15	6	46	0	0	1	8	2	15	0	0
Fifth Grade	10	28	9	25	9	25	5	14	0	0	3	8	0	0

	Mean	S.D.
Kindergarten	2.5	1.5
First Grade	2.7	1.5
Second Grade	2.7	1.5
Third Grade	1.8	0.4
Fourth Grade	3.2	1.6
Fifth Grade	2.6	1.5

Comment(s):

1. Third grade teachers evalute this function to be more important than teachers at any other grade level.

2. When considering all the consultant activities presented, kindergarten teachers rated this function to be the most unimportant.

Analysis of the data by age groupings finds:

Table 28:

Age Groupings	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Ages (21-30)	22	19	34	29	32	27	12	10	8	7	10	8	0	0
Ages (31-40)	10	20	11	22	12	24	10	20	1	2	4	8	2	4
Ages (41-50)	15	37	9	22	6	15	5	12	3	7	2	5	1	2
Ages (51-60)	14	34	13	32	5	12	5	12	2	5	1	2	1	2
Ages (61 plus)	3	30	4	40	1	10	0	0	2	20	0	0	0	0

	Mean	S.D.
Twenty-one to thirty	2.8	1.4
Thirty-one to forty	3.1	1.7
Forty-one to fifty	2.4	1.6
Fifty-one to sixty	2.3	1.3
Sixty-one plus	2.6	1.7

Comment(s):

1. Teachers, ages fifty-one to sixty, judge this consultant activity to be more important than teachers within the other four age groupings.

2. Of all the consultant functions mentioned, this is the one that teachers, ages thirty-one to forty, perceived to be the most unimportant.

Scrutinization of the data by years-of-experience groupings finds:

Table 29:

Years of Experience Groupings	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
(0 years)	1	5	6	30	5	25	4	20	2	10	1	5	1	5
(1 to 3 years)	14	24	16	28	16	28	6	10	3	5	3	5	0	0
(4 to 10 years)	17	24	17	24	17	24	10	14	4	6	6	8	0	0
(11 to 20 years)	13	21	18	30	10	16	8	13	4	7	6	10	2	3
(20 plus years)	18	40	12	26	7	15	4	9	3	7	1	2	1	2

	Mean	S.D.
Zero years	2.9	1.5
One to three years	2.7	1.4
Four to ten years	2.9	1.6
Eleven to twenty years	2.6	1.7
Twenty plus years	2.3	1.4

Comment(s):

1. Teachers with twenty plus years of experience deem this consultant service to be more important than those teachers in the other four years-of-experience groups.

2. When considering all the consultant activities presented, both groups of teachers, those possessing four to ten years of experience and eleven to twenty years experience discerned this consultant function to be the most unimportant.

Scanning the data by degree status of teachers finds:

Table 30:

Highest Degree Received	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
No Degree	5	29	6	35	3	18	2	12	1	6	0	0	0	0
B.S. or B.A.	42	22	52	28	50	27	21	11	8	4	13	7	2	1
M.S. or M.A.	7	37	2	11	4	21	1	5	4	21	1	5	0	0
M.S.+ or M.A.+	10	24	9	22	7	17	7	17	3	7	3	7	2	5

	Mean	S.D.
No Degree	2.3	1.1
B.S. or B.A.	2.7	1.5
M.S. or M.A.	2.9	1.8
M.A.+ or M.A.+	2.9	1.6

Comment(s):

1. Teachers without any academic degree value this consultant activity to be more important than teachers within other degree status groups.

2. Of all the consultant functions mentioned, this is the one that teachers possessing a M.A.+ or M.A.+ rated as being the most unimportant.

Question I-12

When the teachers were asked, "How important is it to you to have a consultant available to observe the classroom teacher while she teaches a lesson from the curriculum, then describe and constructively discuss the teacher's performance in a conference immediately following the lesson?", their responses were recorded on the following continuum:

1	2	3	4	5	6	7
Very Important						Unimportant

Mean numerical response = 2.6   Standard deviation = 1.6

Comment(s):

1. Teachers perceive the availability of a consultant to observe the classroom teacher while she teaches a lesson from the curriculum, then describe and constructively discuss the teacher's performance in a conference immediately following the lesson as being of mediocre importance.

Looking at the data by states finds:

Table 31:

State of Teacher	Mean Numerical Response	Standard Deviation
Pennsylvania Teachers	2.5	1.7
New York Teachers	2.5	1.5

Comment(s):

1. Both Pennsylvania and New York teachers feel this consultant service is fairly important, but not very important.

Inspection of the data by school-type finds:

Table 32:

School-Type	Mean Numerical Response	Standard Deviation
Pilot School Teachers	2.5	1.4
Demo School Teachers	2.5	1.6

Comment(s):

1. Both pilot school and demo school teachers judge this consultant function to be of middling importance.

Examination of the data by grade level finds:

Table 33:

Grade Levels	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Kindergarten	22	46	10	21	7	15	4	8	3	6	1	2	1	2
First Grade	25	36	18	26	14	20	3	4	5	7	0	0	4	6
Second Grade	20	33	17	28	10	16	2	3	3	5	2	3	5	8
Third Grade	2	33	3	50	1	17	0	0	0	0	0	0	0	0
Fourth Grade	3	23	1	8	3	23	4	31	1	8	0	0	1	8
Fifth Grade	10	30	14	38	9	25	3	8	0	0	0	0	0	0

	Mean	S.D.
Kindergarten	2.2	1.5
First Grade	2.4	1.6
Second Grade	2.8	1.8
Third Grade	1.8	0.8
Fourth Grade	3.2	1.7
Fifth Grade	2.1	0.9

Comment(s):

1. Third grade teachers regard more highly the importance of this consultant function than do teachers at any other grade level.

Analysis of the data by age groupings finds:

Table 34:

Age Groupings	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Ages (21-30)	39	33	33	28	21	18	12	10	7	6	1	1	5	4
Ages (31-40)	19	38	16	32	9	18	5	10	0	0	1	2	0	0
Ages (41-50)	18	44	7	17	8	20	5	12	2	5	0	0	1	2
Ages (51-60)	13	32	7	17	9	22	5	12	3	7	1	2	3	7
Ages (61 plus)	1	10	3	30	1	10	1	10	2	20	0	0	2	20

	Mean	S.D.
Twenty-one to thirty	2.5	1.6
Thirty-one to forty	2.2	1.2
Forty-one to fifty	2.3	1.5
Fifty-one to sixty	2.8	1.9
Sixty-one plus	3.9	2.0

Comment(s):

1. Teachers, ages thirty-one to forty, judge this consultant activity to be more important than teachers within the other four age groupings.

2. When considering all the consultant activities presented, teachers, ages sixty-one plus rated this consultant function to be the most unimportant. The exceptionally high mean numerical response may indicate that this group of teachers perhaps dislikes this activity immensely.

Scrutinization of the data by years-of-experience groupings finds:

Table 35:

Years of Experience Groupings	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
(0 years)	6	30	2	10	5	25	4	20	2	10	0	0	1	5
(1 to 3 years)	25	33	17	29	7	12	4	9	3	5	1	2	1	2
(4 to 10 years)	21	30	20	28	15	21	9	13	3	4	0	0	3	4
(11 to 20 years)	23	38	16	26	12	20	6	10	1	2	1	2	2	3
(20 plus years)	15	33	9	20	8	17	5	11	5	11	1	2	3	7

	Mean	S.D.
Zero years	2.7	1.6
One to three years	2.3	1.4
Four to ten years	2.4	1.4
Eleven to twenty years	2.2	1.6
Twenty plus years	3.0	1.9

Comment(s):

1. Teachers with eleven to twenty years of experience deem this consultant service to be more important than those teachers in the other four years-of-experience groups.

Scanning the data by degree status of teachers finds:

Table 36:

Highest Degree Received	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
No Degree	8	47	2	12	3	18	1	6	1	6	0	0	2	12
B.S. or B.A.	56	31	48	27	33	19	22	12	11	6	2	1	6	3
M.S. or M.A.	7	37	6	32	2	11	1	5	1	5	0	0	2	11
M.S.+ or M.A.+	18	44	9	22	9	22	4	10	1	2	0	0	0	0

	Mean	S.D.
No Degree	2.8	2.1
B.S. or B.A.	2.6	1.6
M.S. or M.A.	2.6	1.9
M.S.+ or M.A.+	2.0	1.3

Comment(s):

1. Teachers possessing a M.S.+ or M.A.+ value this consultant activity to be more important than teachers within other degree status groups.

Question I-13

When the teachers were asked, "How important is it to you to have a consultant available to interpret the program to various administrators, parents, PTA, school visitors, etc., in your school district?", they responded on the following continuum:

1	2	3	4	5	6	7
Very Important						Unimportant

Mean numerical response = 2.4 Standard deviation = 1.5

Comment(s):

1. Teachers perceive the availability of a consultant to interpret the program to various administrators, parents, PTA, school visitors, etc., in their school district as being rather important, but not very important.

Looking at the data by states finds:

Table 37:

State of Teacher	Mean Numerical Response	Standard Deviation
Pennsylvania Teachers	2.2	1.4
New York Teachers	2.5	1.5

Comment(s):

1. Pennsylvania teachers feel this consultant activity is more important than New York teachers.

Table 38:

School-Type	Mean Numerical Response	Standard Deviaiton
Pilot School Teachers	2.6	1.9
Demo School Teachers	2.4	1.5

Comment(s):

1. Demo school teachers judge this consultant function to be more important than pilot school teachers.

Examination of the data by grade level finds:

Table 39:

Grade Levels	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Kindergarten	21	45	13	28	8	17	2	4	2	4	1	2	0	0
First Grade	33	47	10	14	7	10	14	20	4	6	2	3	0	0
Second Grade	23	34	14	21	13	19	8	12	6	9	2	3	2	3
Third Grade	3	50	3	50	0	0	0	0	0	0	0	0	0	0
Fourth Grade	2	15	5	38	3	23	1	8	1	8	0	0	1	8
Fifth Grade	10	28	9	25	9	25	7	19	1	3	0	0	0	0

	Mean	S.D.
Kindergarten	2.0	1.2
First Grade	2.3	1.5
Second Grade	2.6	1.6
Third Grade	1.5	0.6
Fourth Grade	2.8	1.7
Fifth Grade	2.4	1.2

Comment(s):

1. Third grade teachers evaluate this function to be much more important than teachers at any other grade level.

Analysis of the data by age groupings finds:

Table 40:

Age Groupings	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Ages (21-30)	21	21	24	24	33	33	15	15	6	6	2	2	0	0
Ages (31-40)	17	34	12	24	10	20	5	10	3	6	1	2	2	4
Ages (41-50)	21	51	8	20	5	12	5	12	1	2	1	2	0	0
Ages (51-60)	16	40	9	23	5	13	6	15	1	3	1	3	2	15
Ages (61 plus)	0	0	5	50	1	10	2	20	1	10	0	0	1	10

	Mean	S.D.
Twenty-one to thirty	2.5	1.5
Thirty-one to forty	2.2	1.3
Forty-one to fifty	2.0	1.4
Fifty-one to sixty	2.5	1.7
Sixty-one plus	2.9	1.2

Comment(s):

1. Teachers, ages forty-one to fifty, judge this consultant activity to be more important than teachers within the other four age groupings.

Scrutinization of the data by years-of-experience groupings finds:

Table 41:

Years of Experience Groupings	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
(0 years)	7	35	7	35	3	15	2	10	0	0	1	5	0	0
(1 to 3 years)	24	41	8	14	11	20	9	16	5	7	1	2	0	0
(4 to 10 years)	20	28	21	30	15	21	8	11	2	3	3	4	2	3
(11 to 20 years)	28	46	12	20	9	15	6	10	5	8	1	2	0	0
(20 plus years)	17	38	10	22	8	18	6	13	1	2	1	2	2	4

	Mean	S.D.
Zero years	2.3	1.4
One to three years	2.4	1.4
Four to ten years	2.4	1.5
Eleven to twenty years	2.0	1.4
Twenty plus years	2.7	1.7

Comment(s):

1. Teachers with eleven to twenty years of experience deem this consultant service to be more important than those teachers in the other four years-of-experience groups.

Scanning the data by degree status of teachers finds:

Table 42:

Highest Degree Received	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
No Degree	9	53	2	12	4	24	1	6	0	0	1	6	0	0
B.S. or B.A.	64	36	43	24	31	18	21	12	12	7	3	2	2	1
M.S. or M.A.	7	37	4	21	3	18	4	21	0	0	1	5	0	0
M.S.+ or M.A.+	16	39	9	22	7	17	5	12	0	0	2	5	2	5

	Mean	S.D.
No Degree	2.4	1.8
B.S. or B.A.	2.4	1.5
M.S. or M.A.	2.5	1.5
M.S.+ or M.A.+	2.0	1.3

Comment(s):

1. Teachers possessing a M.S.+ or M.A.+ value this consultant activity to be more important than teachers within other degree status groups.

Question I-14

When the teachers were asked, "How important is it to you to have a consultant available to work with a small group of children in the classroom to evaluate the effectiveness of a specific lesson from the curriculum (evaluate the curriculum itself)?", their responses were recorded on the following continuum:

1 2 3 4 5 6 7
Very important Unimportant

Mean numerical response = 2.7 Standard deviation = 1.5

Comment(s):

1. Teachers perceive the availability of a consultant to work with a small group of children in the classroom to evaluate the effectiveness of a specific lesson from the curriculum as being of passable importance.

Looking at the data by states finds:

Table 43:

State of Teacher	Mean Numerical Response	Standard Deviation
Pennsylvania Teachers	2.6	1.4
Demo School Teachers	2.6	1.4

Comment(s):

1. Both Pennsylvania and New York teachers feel this consultant service is fairly important, but not very important.

Inspection of the data by school-type finds:

Table 44:

School-Type	Mean Numerical Response	Standard Deviation
Pilot School Teachers	2.8	1.2
Demo School Teachers	2.6	1.5

Comment(s):

1. Demo school teachers judge this consultant to be more important than demo school teachers.

Examination of the data by grade level finds:

Table 45:

Grade Levels	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Kindergarten	17	37	11	24	10	22	6	13	0	0	1	2	1	2
First Grade	17	25	19	28	12	17	15	21	2	3	3	4	1	1
Second Grade	17	25	18	26	10	15	12	18	4	6	6	9	1	1
Third Grade	3	50	2	33	1	17	0	0	0	0	0	0	0	0
Fourth Grade	2	23	4	31	2	15	3	23	1	8	0	0	0	0
Fifth Grade	5	14	12	33	9	25	7	19	3	8	0	0	0	0

	Mean	S.D.
Kindergarten	2.3	1.4
First Grade	2.7	1.5
Second Grade	2.9	1.7
Third Grade	1.7	0.8
Fourth Grade	2.6	1.3
Fifth Grade	2.8	1.2

Comment(s):

1. Third grade teachers evaluate this function to be far more important than teachers at any other grade level.

Analysis of the data by age groupings finds:

Table 46:

Age Groupings	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Ages (21-30)	22	20	34	31	23	21	20	18	6	5	5	5	0	0
Ages (31-40)	10	20	14	28	9	18	11	22	3	6	2	4	1	2
Ages (41-50)	21	51	6	15	7	17	3	7	1	2	2	5	1	2
Ages (51-60)	11	28	10	26	5	13	12	31	1	3	0	0	0	0
Ages (61 plus)	3	30	4	40	2	20	0	0	1	10	0	0	0	0

	Mean	S.D.
Twenty-one to thirty	2.8	1.4
Thirty-one to forty	2.8	1.5
Forty-one to fifty	2.2	1.7
Fifty-one to sixty	2.5	1.2
Sixty-one plus	2.3	1.4

Comment(s):

1. Teachers, ages forty-one to fifty, judge this consultant activity to be more important than teachers within the other four age groupings.

2. When considering all the consultant activities presented, teachers, ages twenty-one to thirty, rated this consultant function to be the most unimportant.

Scrutinization of the data by years-of-experience groupings finds:

Table 47:

Years of Experience Groupings	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
(0 years)	7	35	2	10	5	25	5	25	1	5	0	0	0	0
(1 to 3 years)	13	22	19	33	12	21	7	12	3	5	4	7	0	0
(4 to 10 years)	18	27	19	28	11	16	10	15	3	4	4	6	2	3
(11 to 20 years)	13	27	7	14	9	18	13	27	5	10	2	4	0	0
(20 plus years)	16	36	9	20	8	19	9	20	1	2	0	0	1	2

	Mean	S.D.
Zero years	2.6	1.3
One to three years	2.8	1.4
Four to ten years	2.8	1.7
Eleven to twenty years	2.4	1.4
Twenty plus years	2.5	1.4

Comment(s):

1. Teachers with eleven to twenty years of experience deem this consultant service to be more important than those teachers in the other four years-of-experience groups.

2. Of all the consultant functions mentioned, this is the one that teachers with one to three years of experience perceived to be the most unimportant.

Scanning the data by degree status of teachers finds:

Table 48:

Highest Degree Received	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
No Degree	4	24	6	35	3	18	4	24	0	0	0	0	0	0
B.S. or B.A.	37	21	51	29	39	22	30	17	8	5	9	5	2	1
M.S. or M.A.	7	35	6	30	2	10	2	10	3	15	0	0	0	0
M.S.+ or M.A.+	19	46	5	12	4	10	9	22	2	5	1	2	1	2

	Mean	S.D.
No Degree	2.3	1.1
B.S. or B.A.	2.7	1.4
M.S. or M.A.	2.5	1.5
M.S.+ or M.A.+	2.3	1.7

Comment(s):

1. Teachers without any degree and those possessing a M.S+ or M.A.+ value this consultant activity to be more important than teachers within other degree status groups.

Question I-15

When the teachers were asked, "How important is it to have a consultant available to assist the teacher to set quantity and quality goals for the amount of the curriculum to be taught in a school year?", they responded on the following continuum:

1	2	3	4	5	6	7
Very important						Unimportant

Mean numerical response = 2.6   Standard deviation = 1.5

Comment(s):

1. Teachers perceive the availability of a consultant to assist them to set quantity and quality goals for the amount of the curriculum to be taught in a school year as being of mediocre importance.

Looking at the data by states finds:

Table 49:

State of Teacher	Mean Numerical Response	Standard Deviation
Pennsylvania Teachers	2.9	1.7
New York Teachers	2.3	1.3

Comment(s):

1. New York teachers feel this consultant service is much more important than Pennsylvania teachers.
2. When considering all the consultant activities presented, Pennsylvania teachers assessed this function to be the most unimportant.

Inspection of the data by school-type finds:

Table 50:

School-Type	Mean Numerical Response	Standard Deviation
Pilot School Teachers	2.4	1.0
Demo School Teachers	2.6	1.6

Comment(s):

1. Pilot school teachers judge this consultant function to be more important than demo school teachers.

Examination of the data by grade level finds:

Table 51:

Grade Levels	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Kindergarten	17	36	10	21	8	17	6	13	4	9	1	2	1	2
First Grade	23	33	19	28	8	12	8	12	9	13	1	1	1	1
Second Grade	21	30	15	22	10	15	9	13	6	9	3	4	4	6
Third Grade	3	50	2	33	1	17	0	0	0	0	0	0	0	0
Fourth Grade	4	31	4	31	4	31	1	7	0	0	0	0	0	0
Fifth Grade	5	14	15	42	10	28	6	17	0	0	0	0	0	0

	Mean	S.D.
Kindergarten	2.5	1.6
First Grade	2.5	1.6
Second Grade	2.8	1.8
Third Grade	1.7	0.8
Fourth Grade	2.2	0.9
Fifth Grade	2.5	0.9

Comment(s):

1. Third grade teachers evaluate this function to be far more important than teachers at any other grade level.

Analysis of the data by age groupings finds:

Table 52:

Age Groupings	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Ages (21-30)	32	27	30	25	24	20	17	14	10	8	4	3	3	3
Ages (31-40)	12	24	21	42	4	8	8	16	5	10	0	0	0	0
Ages (41-50)	19	37	21	41	6	12	3	6	0	0	0	0	2	4
Ages (51-60)	11	28	9	23	5	13	6	15	4	10	2	5	3	8
Ages (61 plus)	3	30	3	30	3	30	0	0	1	10	0	0	0	0

	Mean	S.D.
Twenty-one to thirty	2.7	1.5
Thirty-one to forty	2.5	1.4
Forty-one to fifty	2.1	1.5
Fifty-one to sixty	2.9	1.8
Sixty-one plus	2.1	1.5

Comment(s):

1. Teachers, ages forty-one to fifty and sixty-one plus, judge this consultant activity to be more important than teachers within the other three age groupings.

Scrutinization of the data by years-of-experience groupings finds:

Table 53:

Years of Experience Groupings	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
(0 years)	9	45	3	15	1	5	5	25	1	5	0	0	1	5
(1 to 3 years)	21	26	15	26	9	16	7	12	6	10	0	0	0	0
(4 to 10 years)	18	29	20	32	15	24	7	11	7	11	3	5	1	2
(11 to 20 years)	18	30	19	31	11	18	9	15	3	5	0	0	1	2
(20 plus years)	11	24	15	33	4	9	6	13	3	7	2	4	4	9

	Mean	S.D.
Zero years	2.4	1.6
One to three years	2.5	1.3
Four to ten years	2.7	1.6
Eleven to twenty years	2.2	1.4
Twenty plus years	2.9	1.8

Comment(s):

1. Teachers with eleven to twenty years of experience deem this consultant service to be more important than those teachers in the other four years-of-experience groups.

Scanning the data by degree status of teachers finds:

Table 54:

Highest Degree Received	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
No Degree	5	29	5	29	3	18	1	6	2	12	0	0	1	6
B.S. or B.A.	54	29	57	30	30	16	24	13	15	8	5	3	2	1
M.S. or M.A.	3	16	9	47	1	5	1	5	2	11	0	0	3	16
M.S.+ or M.A.+	16	39	12	29	5	12	6	15	1	2	0	0	1	2

	Mean	S.D.
No Degree	2.6	1.6
B.S. or B.A.	2.6	1.5
M.S. or M.A.	3.2	2.2
M.S.+ or M.A.+	2.2	1.3

Comment(s):

1. Teachers possessing a M.S.+ or M.A.+ value this consultant activity to be more important than teachers within other degree status groups.

Question I-16

When the teachers were asked, "How important is to to you to have a consultant available to assist the teacher in modifying lessons in the curriculum to best fit the needs of the children in that classroom?", their responses were recorded on the following continuum:

1	2	3	4	5	6	7
Very Important						Unimportant

Mean numerical response = 2.6   Standard deviation = 1.6

Comment(s):

1. Teachers perceive the availability of a consultant to assist them in modifying lessons in the curriculum to best fit the needs of the children in their classrooms as being of middling importance.

Looking at the data by states finds:

Table 55:

State of Teacher	Mean Numerical Response	Standard Deviation
Pennsylvania Teachers	2.6	1.7
New York Teachers	2.5	1.6

Comment(s):

1. New York teachers feel this consultant service is slightly more important than Pennsylvania teachers.

Inspection of the data by school-type finds:

Table 56:

School-Type	Mean Numerical Response	Standard Deviation
Pilot School Teachers	2.5	1.5
Demo School Teachers	1.9	1.1

Comment(s):

1. Demo school teachers judge this consultant function to be more important than pilot school teachers.

Examination of the data by grade level finds:

Table 57:

Grade Levels	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Kindergarten	21	45	10	21	3	6	9	19	1	2	2	4	1	2
First Grade	29	42	11	16	9	13	9	13	5	7	3	4	3	4
Second Grade	22	32	20	29	8	12	10	15	2	3	3	4	3	4
Third Grade	4	67	2	33	0	0	0	0	0	0	0	0	0	0
Fourth Grade	5	38	3	23	2	15	1	8	0	0	2	15	0	0
Fifth Grade	7	23	7	23	6	19	5	16	5	16	0	0	1	3

	Mean	S.D.
Kindergarten	2.3	1.6
First Grade	2.6	1.8
Second Grade	2.6	1.7
Third Grade	1.3	0.5
Fourth Grade	2.5	1.8
Fifth Grade	2.9	1.5

Comment(s):

1. Third grade teachers evaluate this function to be far more important than teachers at any other grade level.

2. When considering all the consultant activities presented, third grade teachers rated this consultant function as one of the most important.

Analysis of the data by age groupings finds:

Table 58:

Age Groupings	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Ages (21-30)	33	31	28	26	15	14	12	11	9	8	7	6	4	4
Ages (31-40)	13	26	17	34	7	14	9	18	2	4	2	4	0	0
Ages (41-50)	25	61	5	12	2	5	7	17	1	2	0	0	1	2
Ages (51-60)	13	33	8	20	5	13	9	23	1	3	2	5	2	5
Ages (61 plus)	3	30	2	20	3	30	0	0	2	20	0	0	0	0

	Mean	S.D.
Twenty-one to thirty	2.6	1.8
Thirty-one to forty	2.5	1.5
Forty-one to fifty	2.1	1.6
Fifty-one to sixty	2.8	1.7
Sixty-one plus	2.3	1.5

Comment(s):

1. Teachers, ages forty-one to fifty, judge this consultant activity to be more important than teachers within the other four age groupings.

Scrutinization of the data by years-of-experience groupings finds:

Table 59:

Years of Experience Groupings	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
(0 years)	11	55	3	15	1	5	3	15	0	0	0	0	2	10
(1 to 3 years)	25	50	10	20	5	10	6	12	1	2	1	2	2	4
(4 to 10 years)	24	34	16	23	9	13	9	13	7	10	6	8	0	0
(11 to 20 years)	20	33	13	21	10	16	10	16	5	8	2	3	1	2
(20 plus years)	17	38	9	20	5	11	9	20	1	2	2	4	2	4

	Mean	S.D.
Zero years	2.7	1.9
One to three years	2.4	1.6
Four to ten years	2.7	1.6
Eleven to twenty years	2.4	1.7
Twenty plus years	2.9	1.7

Comment(s):

1. Teachers with one to three years of experience and eleven to twenty years of experience deem this consultant service to be more important than those teachers in the other three years-of-experience groups.

Scanning the data by degree status of teachers finds:

Table 60:

Highest Degree Received	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
No Degree	4	24	5	29	3	18	5	29	0	0	0	0	0	0
B.S. or B.A.	63	36	45	26	24	14	24	14	4	2	8	4	5	3
M.S. or M.A.	6	24	4	16	1	4	2	8	4	16	0	0	2	8
M.S.+ or M.A.+	20	49	12	29	5	12	3	7	1	2	0	0	0	0

	Mean	S.D.
No Degree	2.6	1.1
B.S. or B.A.	2.6	1.6
M.S. or M.A.	3.3	2.3
M.S.+ or M.A.+	1.9	1.2

Comment(s):

1. Teachers possessing a M.S.+ or M.A.+ value this consultant activity to be more important than teachers within other degree status groups.

2. Of all the consultant services mentioned, this is the one that teachers with a M.S. or M.A. discerned to be the most unimportant.

Question I-17

When the teachers were asked, "How important is it to you to have a consultant available to meet with teachers on a grade level basis after school or during planning periods to supply continuing inservice experiences in the new curriculum?", they responded on the following continuum:

1	2	3	4	5	6	7
Very important						Unimportant

Mean numerical response = 2.5   Standard deviation = 1.4

Comment(s):

1. Teachers perceive the availability of a consultant to meet with teachers on a grade level basis after school or during planning periods to supply continuing inservice experiences in the new curriculum as being rather important, but not very important.

Looking at the data by states finds:

Table 61:

State of Teacher	Mean Numerical Response	Standard Deviation
Pennsylvania Teachers	2.4	1.5
New York Teachers	2.2	1.2

Comment(s):

1. New York teachers feel this consultant service is more important than Pennsylvania teachers.

Inspection of the data by school-type finds:

Table 62:

School-Type	Mean Numerical Response	Standard Deviation
Pilot School Teachers	2.5	1.5
Demo School Teachers	1.9	1.1

Comment(s):

1. Demo school teachers judge this consultant function to be more important than pilot school teachers.

Examination of the data by grade level finds:

Table 63:

Grade Levels	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Kindergarten	26	55	12	26	3	6	5	11	0	0	1	2	0	0
First Grade	20	29	25	36	12	17	7	10	3	4	2	3	0	0
Second Grade	20	29	25	36	11	16	7	10	3	4	3	4	1	1
Third Grade	4	67	2	33	0	0	0	0	0	0	0	0	0	0
Fourth Grade	4	31	3	23	5	38	1	8	0	0	0	0	0	0
Fifth Grade	8	22	14	39	6	17	3	8	3	8	2	5	0	0

	Mean	S.D.
Kindergarten	1.8	1.2
First Grade	2.3	1.3
Second Grade	2.4	1.5
Third Grade	1.3	0.5
Fourth Grade	2.2	1.0
Fifth Grade	2.6	1.4

Comment(s):

1. Third grade teachers evaluate this function to be more important than teachers at any other grade level.
2. When considering all the consultant activities presented, both kindergarten and third grade teachers rated this consultant function as the most important.

Analysis of the data by age groupings finds:

Table 64:

Age Groupings	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Ages (21-30)	31	26	49	42	17	14	9	8	7	6	5	4	0	0
Ages (31-40)	23	46	13	26	6	12	6	12	0	0	2	4	0	0
Ages (41-50)	20	49	10	24	7	17	4	10	0	0	0	0	0	0
Ages (51-60)	14	35	14	35	5	13	4	10	1	3	1	3	1	3
Ages (61 plus)	5	50	2	20	1	10	1	10	1	10	0	0	0	0

	Mean	S.D.
Twenty-one to thirty	2.4	1.3
Thirty-one to forty	2.1	1.4
Forty-one to fifty	1.9	1.0
Fifty-one to sixty	2.3	1.5
Sixty-one plus	2.3	1.7

Comment(s):

1. Teachers, ages forty-one to fifty, judge this consultant activity to be more important than teachers within the other four age groupings.

Scrutinization of the data by years-of-experience groupings finds:

Table 65:

Years of Experience Groupings	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
(0 years)	8	40	5	25	3	15	1	5	1	5	2	10	0	0
(1 to 3 years)	21	36	23	40	5	9	5	9	2	3	2	3	0	0
(4 to 10 years)	20	28	29	41	9	13	7	10	4	6	2	3	0	0
(11 to 20 years)	24	40	16	27	12	20	6	10	1	2	1	2	0	0
(20 plus years)	18	40	13	29	8	18	4	9	1	2	0	0	1	2

	Mean	S.D.
Zero years	2.3	1.5
One to three years	2.5	1.4
Four to ten years	2.2	1.2
Eleven to twenty years	2.1	1.3
Twenty plus years	2.3	1.3

Comment(s):

1. Teachers with eleven to twenty years of experience deem this consultant service to be more important than those teachers in the other four years-of-experience gorups.

Scanning the data by degree status of teachers finds:

Table 66:

Highest Degree Received	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
No Degree	5	29	6	35	3	18	2	12	1	6	0	0	0	0
B.S. or B.A.	51	29	62	35	28	15	20	11	8	5	7	4	1	1
M.S. or M.A.	7	37	8	42	3	16	0	0	0	0	1	5	0	0
M.S.+ or M.A.+	27	66	11	27	2	5	1	2	0	0	0	0	0	0

	Mean	S.D.
No Degree	2.2	1.2
B.S. or B.A.	2.4	1.4
M.S. or M.A.	2.1	1.3
M.S.+ or M.A.+	1.5	0.8

Comment(s):

1. Teachers possessing a M.S.+ or M.A.+ value this consultant activity to be more important than teachers within other degree status groups.

2. When considering all the consultant activities presented, teachers with an M.S.+ or M.A.+ prized this consultant function as being the most important.

Question I-18

When the teachers were asked, "How important is it to you to have a consultant available to answer questions about the general subject matter area (science questions) upon which the innovative curriculum is based; for example, serve as the "science expert" and handle questions about science?", their responses were recorded on the following continuum:

1	2	3	4	5	6	7
Very important						Unimportant

Mean numerical response = 2.5 Standard deviation = 1.5

Comment(s):

1. Teachers perceive the availability of a consultant to answer questions about the general subject matter area (science questions) upon which the innovative curriculum is based as being of passable importance.

Looking at the data by states finds:

Table 67:

State of Teacher	Mean Numerical Response	Standard Deviation
Pennsylvania Teachers	2.4	1.4
New York Teachers	2.4	1.5

Comment(s):

1. Both Pennsylvania and New York teachers feel this consultant service is rather important, but not very important.

Inspection of the data by school-type finds:

Table 68:

School-Type	Mean Numerical Response	Standard Deviation
Pilot School Teachers	2.8	1.6
Demo School Teachers	2.3	1.5

Comment(s):

1. Demo school teachers judge this consultant function to be more important than pilot school teachers.

Examination of the data by grade level finds:

Table 69:

Grade Levels	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Kindergarten	24	51	10	21	6	13	4	9	1	2	1	2	1	2
First Grade	22	32	20	29	12	17	8	12	4	6	2	3	1	1
Second Grade	24	35	15	23	12	17	12	17	2	3	3	4	0	0
Third Grade	3	50	2	33	1	17	0	0	0	0	0	0	0	0
Fourth Grade	6	46	4	31	2	15	0	0	0	0	0	0	1	8
Fifth Grade	6	16	8	23	8	23	8	23	5	14	0	0	1	1

	Mean	S.D.
Kindergarten	2.0	1.4
First Grade	2.5	1.5
Second Grade	2.4	1.4
Third Grade	1.7	0.8
Fourth Grade	2.1	1.7
Fifth Grade	3.1	1.5

Comment(s):

1. Third grade teachers evaluate this function to be more important than teachers at any other grade level.

2. When considering all the consultant activities presented, fifth grade teachers rated this consultant function as the most unimportant.

Analysis of the data by age groupings finds:

Table 70:

Age Groupings	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Ages (21-30)	24	22	34	31	28	26	10	9	6	5	4	4	2	2
Ages (31-40)	21	42	10	20	4	8	9	18	3	6	3	6	0	0
Ages (41-50)	20	49	7	17	5	12	8	20	0	0	0	0	1	2
Ages (51-60)	15	38	12	30	5	13	5	13	1	3	0	0	2	5
Ages (61 plus)	3	30	4	40	1	10	1	10	1	10	0	0	0	0

	Mean	S.D.
Twenty-one to thirty	2.5	1.4
Thirty-one to forty	2.5	1.6
Forty-one to fifty	2.2	1.5
Fifty-one to sixty	2.2	1.4
Sixty-one plus	2.1	1.1

Comment(s):

1. Teachers, ages sixty-one plus, judge this consultant activity to be slightly more important than teachers within the other four age groupings.

Scrutinization of the data by years-of-experience groupings finds:

Table 71:

Years of Experience Groupings	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
(0 years)	8	40	4	20	3	15	4	20	1	5	0	0	0	0
(1 to 3 years)	19	33	19	33	16	28	2	3	1	2	0	0	1	2
(4 to 10 years)	24	34	17	24	10	14	10	14	4	6	6	8	0	0
(11 to 20 years)	23	38	15	25	6	10	12	20	3	5	1	2	1	2
(20 plus years)	18	40	11	24	8	18	4	9	1	2	0	0	3	7

	Mean	S.D.
Zero years	2.5	1.6
One to three years	2.2	1.1
Four to ten years	2.7	1.7
Eleven to twenty years	2.3	1.5
Twenty plus years	2.4	1.6

Comment(s):

1. Teachers with one to three years of experience deem this consultant service to be more important than those teachers in the other four years-of-experience groups.

Scanning the data by degree status of teachers finds:

Table 72:

Highest Degree Received	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
No Degree	8	47	3	18	3	18	2	12	1	6	0	0	0	0
B.S. or B.A.	55	31	48	27	34	19	24	14	10	6	5	3	1	1
M.S. or M.A.	8	47	5	29	3	18	0	0	0	0	0	0	1	6
M.S.+ or M.A.+	20	49	10	24	3	7	5	12	0	0	2	5	1	2

	Mean	S.D.
No Degree	2.2	1.3
B.S. or B.A.	2.4	1.4
M.S. or M.A.	2.8	2.3
M.S.+ or M.A.+	2.0	1.4

Comment(s):

1. Teachers possessing a M.S.+ or M.A.+ value this consultant activity to be more important than teachers within other degree status groups.

Question I-19

When the teachers were asked, "How important is it to you to have a consultant available to assist the teacher to employ teaching techniques and classroom management strategies that foster regular, active student interaction with the materials of the curriculum?", they responded on the following continuum:

1	2	3	4	5	6	7
Very important						Unimportant

Mean numerical response = 2.8   Standard deviation = 1.5

Comment(s):

1. Teachers perceive the availability of a consultant to assist them to employ teaching techniques and classroom management strategies that foster regular, active student interaction with the materials of the curriculum as being of mediocre importance.

2. Of all the consultant activities mentioned, this is one of two that teachers, as a group, rated to be the most unimportant.

Looking at the data by states finds:

Table 73:

State of Teacher	Mean Numerical Response	Standard Deviation
Pennsylvania Teachers	2.7	1.5
New York Teachers	2.4	1.4

Comment(s):

1. New York teachers feel this consultant function is more important when compared to Pennsylvania teachers.

Inspection of the data by school-type finds:

Table 74:

School-Type	Mean Numerical Response	Standard Deviation
Pilot School Teachers	2.8	1.4
Demo School Teachers	2.5	1.5

Comment(s):

1. Demo school teachers judge this consultant activity to be more important than pilot school teachers.

Examination of the data by grade level finds:

Table 75:

Grade Levels	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	6	%	7	%	8	%
Kindergarten	20	43	14	32	9	19	1	2	0	0	0	0	2	4
First Grade	17	25	17	25	14	20	12	17	6	9	2	3	1	1
Second Grade	19	28	16	24	14	21	12	18	2	3	3	4	2	3
Third Grade	3	50	2	33	1	17	0	0	0	0	0	0	0	0
Fourth Grade	3	23	3	23	3	23	2	15	1	8	1	8	0	0
Fifth Grade	5	13	13	33	9	23	4	10	4	10	1	3	0	0

	Mean	S.D.
Kindergarten	2.0	1.3
First Grade	2.8	1.5
Second Grade	2.7	1.6
Third Grade	1.7	0.8
Fourth Grade	2.9	1.6
Fifth Grade	2.8	1.3

Comment(s):

1. Third grade teachers evaluate this consultant function to be more important than teachers at any other grade level.

2. When considering all the consultant activities presented, first grade teachers rated this function to be the most unimportant.

Analysis of the data by age groupings finds:

Table 76:

Age Groupings	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Ages (21-30)	28	25	29	26	29	26	14	13	4	4	6	6	1	1
Ages (31-40)	13	26	18	36	10	20	5	10	3	6	0	0	1	2
Ages (41-50)	21	51	9	22	4	10	5	12	2	5	0	0	0	0
Ages (51-60)	9	23	11	28	7	18	6	15	4	10	1	3	2	5
Ages (61 plus)	3	30	5	50	0	0	0	0	2	20	0	0	0	0

	Mean	S.D.
Twenty-one to thirty	2.7	1.5
Thirty-one to forty	2.5	1.4
Forty-one to fifty	2.2	1.4
Fifty-one to sixty	2.8	1.7
Sixty-one plus	2.1	1.4

Comment(s):

1. Teachers, ages sixty-one plus, judge this consultant activity to be more important than teachers within the other four age groupings.

Scrutinization of the data by years-of-experience groupings finds:

Table 77:

Years of Experience Groupings	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
(0 years)	7	35	4	20	3	15	4	20	0	0	1	5	1	5
(1 to 3 years)	18	31	16	28	16	28	3	5	2	3	2	3	1	2
(4 to 10 years)	18	25	22	31	15	21	8	11	4	6	4	6	0	0
(11 to 20 years)	19	31	16	26	8	13	10	16	6	10	1	2	1	2
(20 plus years)	12	27	13	29	9	20	6	7	3	4	0	0	2	4

	Mean	S.D.
Zero years	2.7	1.7
One to three years	2.5	1.4
Four to ten years	2.6	1.4
Eleven to twenty years	2.5	1.6
Twenty plus years	2.7	1.6

Comment(s):

1. Teachers with one to three years of experience and eleven to twenty years experience deem this consultant service to be more important than those teachers in the other three years-of-experience groups.

Scanning the data by degree status of teachers finds:

Table 78:

Highest Degree Received	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
No Degree	3	18	4	24	6	35	2	12	2	12	0	0	0	0
B.S. or B.A.	44	25	49	28	39	22	26	15	9	5	7	4	4	2
M.S. or M.A.	7	37	5	26	1	5	2	10	3	15	0	0	1	5
M.S.+ or M.A.+	20	49	14	34	4	10	0	0	2	5	1	2	0	0

	Mean	S.D.
No Degree	2.6	1.2
B.S. or B.A.	2.7	1.5
M.S. or M.A.	2.7	1.9
M.S.+ or M.A.+	1.7	0.9

Comment(s):

1. Teachers possessing a M.S.+ or M.A.+ value this consultant activity to be more important than teachers within other degree status groups.

Question I-20

When the teachers were asked, "How important is it to you to have a consultant available to assist teachers in developing new learning experiences for children that help transfer skills and knowledge acquired from the new curriculum to their reading, language, arts, math, and social studies experiences?", they responded on the following continuum:

1 2 3 4 5 6 7
Very important Unimportant

Mean numerical response = 2.6 Standard Deviation = 1.6

Comment(s):

1. Teachers perceive the availability of a consultant to assist them in developing new learning experiences for children that help transfer skills and knowledge acquired from the new curriculum to their reading, language arts, math, and social studies experiences as being rather important, but not very important.

Looking at the data by states finds:

Table 79:

State of Teacher	Mean Numerical Response	Standard Deviation
Pennsylvania Teachers	2.7	1.6
New York Teachers	2.3	1.5

Comment(s):

1. New York teachers feel this consultant function is more important when compared to Pennsylvania teachers.

Inspection of the data by school-type finds:

Table 80:

School-Type	Mean Numerical Response	Standard Deviation
Pilot School Teachers	2.5	1.2
Demo School Teachers	2.5	1.6

Comment(s):

1. Both pilot and demo school teachers judge this consultant activity to be of middling importance.

Examination of the data by grade level finds:

Table 81:

Grade Levels	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Kindergarten	22	47	10	21	11	23	2	4	0	0	1	2	1	2
First Grade	22	32	14	21	11	16	11	16	3	4	6	9	1	1
Second Grade	25	37	13	19	12	18	8	12	3	4	4	5	3	4
Third Grade	3	50	3	50	0	0	0	0	0	0	00	0	0	0
Fourth Grade	3	23	4	31	2	15	0	0	4	31	0	0	0	0
Fifth Grade	6	17	14	39	11	31	4	11	1	3	0	0	0	0

	Mean	S.D.
Kindergarten	2.0	1.3
First Grade	2.7	1.7
Second Grade	2.6	1.8
Third Grade	1.5	0.6
Fourth Grade	2.9	1.6
Fifth Grade	2.4	0.9

Comment(s):

1. Third grade teachers evaluate this consultant function to be far more important than teachers at any other grade level.

Analysis of the data by age groupings finds:

Table 82:

Age Groupings	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Ages (21-30)	36	31	31	26	24	20	14	12	7	6	3	2	3	2
Ages (31-40)	17	34	13	26	11	22	5	10	1	2	2	4	1	2
Ages (41-50)	21	51	8	20	9	22	1	2	2	4	0	0	0	0
Ages (51-60)	11	28	8	21	7	18	4	10	2	5	6	15	1	3
Ages (61 plus)	5	50	2	20	1	10	1	10	1	10	0	0	0	0

	Mean	S.D.
Twenty-one to thirty	2.6	1.5
Thirty-one to forty	2.5	1.6
Forty-one to fifty	2.0	1.2
Fifty-one to sixty	2,8	1.9
Sixty-one plus	1.9	1.5

Comment(s):

1. Teachers, ages sixty-one plus, judge this consultant activity to be more important than teachers within the other four age groupings.

Scrutinization of the data by years-of-experience groupings finds:

Table 83:

Years of Experience Groupings	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
(0 years)	5	26	4	21	4	21	3	16	1	6	1	6	1	6
(1 to 3 years)	22	39	13	23	12	21	6	11	2	4	2	4	1	2
(4 to 10 years)	24	34	22	31	14	20	5	7	4	6	1	1	1	1
(11 to 20 years)	21	34	15	25	10	16	7	11	4	7	3	5	1	2
(20 plus years)	15	34	8	18	11	25	3	7	2	5	4	9	1	2

	Mean	S.D.
Zero years	2.6	1.7
One to three years	2.5	1.4
Four to ten years	2.4	1.4
Eleven to twenty years	2.5	1.7
Twenty plus years	2.6	1.8

Comment(s):

1. Teachers with four to ten years of experience deem this consultant service to be slightly more important than those teachers in the other four years-of-experience groups.

Scanning the data by degree status of teachers finds:

Table 84:

Highest Degree Received	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
No Degree	6	38	3	19	3	19	1	6	1	6	2	12	0	0
B.S. or B.A.	57	32	45	25	37	21	18	10	7	4	9	5	4	2
M.S. or M.A.	5	25	6	30	1	5	3	15	4	20	0	0	1	5
M.S.+ or M.A.+	20	49	8	20	10	24	2	5	1	2	0	0	0	0

	Mean	S.D.
No Degree	2.5	1.7
B.S. or B.A.	2.5	1.6
M.S. or M.A.	3.0	1.9
M.S.+ or M.A.+	2.0	1.1

Comment(s):

1. Teachers possessing a M.S.+ or M.A.+ value this consultant activity to be more important than teachers within other degree status groups.

Question I-21

When the teachers were asked, "Do you think a consultant can be more effective in the classroom working cooperatively with teachers and students or more effective in the conference room discussing the program with the teacher?", their responses were recorded on the following continuum:

1	2	3	4	5	6	7
Very Important						Unimportant

Mean numerical response = 2.8 Standard deviation = 1.7

Comment(s):

1. The data tend to reflect teachers favoring the idea of consultants being more effective working cooperatively with them and thier students in the classroom than discussing the program with teachers in the conference room.

2. It is interesting, however, to note that teachers, as a group, rated this consultant function rather high on the one to seven continuum. The mean numerical response of 2.8 was the highest score recorded by all teachers.

Looking at the data by states finds:

Table 85:

State of Teacher	Mean Numerical Response	Standard Deviation
Pennsylvania Teachers	2.8	1.7
New York Teachers	2.9	1.8

Comment(s):

1. Pennsylvania teachers assess the consultant working in the classroom as being more effective than discussing the program in the conference or teacher's room, when compared to the perceptions of New York teachers.

2. When considering all of the consultant behaviors presented, New York teachers see a consultant working cooperatively with teachers and students in the classroom as being the most unimportant.

Inspection of the data by school-type finds:

Table 86:

School-Type	Mean Numerical Response	Standard Deviation
Pilot School Teachers	3.3	1.9
Demo School Teachers	2.7	1.7

Comment(s):

1. Demo school teachers, when compared to pilot school teachers, judge the consultant working in the classroom as being more effective than discussing the program in the conference or teacher's room.

2. When considering all of the consultant behaviors presented, pilot school teachers valued a consultant working cooperatively with teachers and students in the classroom as being the most unimportant.

Examination of the data by grade level finds:

Table 87:

Grade Levels	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Kindergarten	17	36	9	19	10	21	7	15	2	4	2	4	0	0
First Grade	24	35	15	22	8	12	8	12	6	9	5	7	2	3
Second Grade	16	24	18	26	8	12	15	22	3	4	6	9	2	3
Third Grade	2	33	3	50	0	0	0	0	1	17	0	0	0	0
Fourth Grade	3	23	3	23	1	8	1	8	0	0	3	23	2	15
Fifty Grade	8	22	8	22	7	19	6	17	2	6	4	11	1	3

	Mean	S.D.
Kindergarten	2.4	1.4
First Grade	2.7	1.8
Second Grade	2.9	1.7
Third Grade	2.2	1.5
Fourth Grade	3.7	2.4
Fifth Grade	3.1	1.7

Comment(s):

1. When compared to teachers at other grade levels, third grade teachers evaluate the consultant working in the classroom as being more effective than discussing the program in the conference room.

2. When considering all of the consultant behaviors presented, second, fourth and fifth grade teachers valued a consultant working cooperatively with teachers and students in the classroom as being the most unimportant.

Analysis of the data by age groupings finds:

Age Groupings	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Ages (21-30)	34	29	27	23	16	14	19	16	9	8	9	8	4	3
Ages (31-40)	16	32	9	18	10	20	8	16	1	2	5	10	1	2
Ages (41-50)	15	38	9	23	4	10	8	20	2	5	2	5	0	0
Ages (51-60)	10	25	14	35	3	8	5	13	3	8	5	13	0	0
Ages (61 plus)	2	18	3	27	2	18	1	9	0	0	1	9	2	18

	Mean	S.D.
Twenty-one to thirty	2.8	1.7
Thirty-one to forty	2.9	1.8
Forty-one to fifty	2.5	1.5
Fifty-one to sixty	2.9	1.9
Sixty-one plus	2.9	2.1

Comment(s):

1. Teachers, ages forty-one to fifty, judge the consultant working in the classroom as being more effective than discussing the program in the conference room, when compared to those teachers in the other four age groupings.

2. When considering all of the consultant behaviors presented, teachers, ages fifty-one to sixty, rated a consultant working cooperatively with teachers and students in the classroom as being the most unimportant.

Scrutinization of the data by years-of-experience groupings finds:

Table 89:

Years of Experience Groupings	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
(0 years)	6	30	1	5	4	20	6	30	1	5	1	5	1	5
(1 to 3 years)	21	36	13	22	11	19	5	9	4	7	3	5	1	2
(4 to 10 years)	18	25	19	27	8	11	15	21	4	6	6	8	1	1
(11 to 20 years)	21	34	17	28	7	11	5	8	3	5	7	11	1	2
(21 plus years)	11	25	10	23	4	9	10	7	3	5	4	9	2	4

	Mean	S.D.
Zero years	2.9	1.8
One to three years	2.7	1.6
Four to ten years	2.9	1.8
Eleven to twenty years	2.6	1.7
Twenty plus years	3.1	1.9

Comment(s):

1. Teachers with eleven to twenty years experience, when compared to those teachers in the other four years-of-experience groups; assess the consultant workings in the classroom as being more effective than discussing the program in the conference room.

2. When considering all the consultant behaviors presented, teachers with eleven to twenty years experience and teachers with twenty-plus years experience valued the consultant working cooperatively with teachers and students in the classroom as being the most unimportant.

Scanning the data by degree status of teachers finds:

Table 90:

Highest Degree Received	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
No Degree	4	27	4	27	2	13	3	20	0	0	2	13	0	0
B.S. or B.A.	52	29	41	23	29	16	27	15	9	6	15	8	4	2
M.S. or M.A.	6	33	6	33	0	0	2	11	1	6	1	6	2	11
M.S.+ or M.A.+	15	37	7	17	4	10	9	22	3	7	3	7	0	0

	Mean	S.D.
No Degree	3.3	1.9
B.S. or B.A.	2.8	1.7
M.S. or M.A.	3.0	2.3
M.S.+ or M.A.+	2.6	1.5

Comment(s):

1. When compared to teachers within other degree status groups, those possessing a M.S.+ or M.A.+ evaluate the consultant working in the classroom as being more effective than discussing the program in the conference room.

2. When considering all the consultant behaviors presented, teachers possessing a B.S. or B.A. and those without any degree rated the consultant working cooperatively with teachers and students in the classroom as being the most unimportant.

Question I-22

When the teachers were asked, "Do you think the consultant's time is used more effectively when the teachers are teaching Science--A Process Approach or when they are not teaching Science--A Process Approach on the day he is working in their school?", they responded on the following continuum:

1	2	3	4	5	6	7
More effective when teaching S-APA						More effective when not teaching S-APA

Mean numerical response = 2.3   Standard deviation = 1.6

Comment(s):

1. The data tend to reflect teachers favoring the notion of consultants being more effective when they are teaching Science--A Process Approach than when they are not teaching Science--A Process Approach on the day he is working in their school.

Looking at the data by states finds:

Table 91:

State of Teacher	Mean Numerical Response	Standard Deviation
Pennsylvania Teachers	1.9	1.3
New York Teachers	2.3	1.6

Comment(s):

1. Pennsylvania teachers, when compared to New York teachers, assess greater effectiveness of utilization of a consultant's time when they are teaching Science--A Process Approach than when they are not teaching Science--A Process Approach on his visitation day.

Inspection of the data by school-type finds:

Table 92:

School-Type	Mean Numerical Response	Standard Deviation
Pilot School Teachers	2.7	1.7
Demo School Teachers	1.9	1.4

Comment(s):

1. When compared to pilot school teachers, demo school teachers regard higher the greater effectiveness of consultant utilization when they are teaching Science--A Process Approach than when they are not teaching Science--A Process Approach on visitation days.

2. When considering all of the consultant behaviors presented, demo school teachers see the utilization of a consultant's time when Science--A Process Approach teaching occurs as being the most important.

Examination of the data by grade level finds:

Table 93:

Grade Levels	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Kindergarten	27	57	12	26	3	6	1	2	0	0	3	6	1	2
First Grade	39	57	13	19	6	8	7	10	1	1	1	1	1	1
Second Grade	36	54	8	12	12	18	8	12	0	0	1	1	2	3
Third Grade	2	33	4	67	0	0	0	0	0	0	0	0	0	0
Fourth Grade	3	23	4	31	0	0	2	15	1	8	1	8	2	15
Fifth Grade	9	26	14	40	4	11	5	14	2	6	1	3	0	0

	Mean	S.D.
Kindergarten	1.9	1.5
First Grade	1.9	1.4
Second Grade	2.1	1.5
Third Grade	1.7	0.5
Fourth Grade	3.4	2.3
Fifth Grade	2.4	1.3

Comment(s):

1. When compared to teachers at other grade levels, third grade teachers evaluate higher the greater effectiveness of consultant utilization when they are teaching *Science--A Process Approach* than when they are not teaching *Science--A Process Approach* on visitation days.

Analysis of the data by age groupins finds:

Table 94:

Age Groupings	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Ages (21-30)	57	22	25	49	12	10	15	13	1	1	3	3	3	3
Ages (31-40)	28	56	13	26	3	6	4	8	1	2	0	0	1	2
Ages (41-50)	25	61	6	15	3	7	2	5	1	2	3	7	1	2
Ages (51-60)	15	38	13	33	7	18	3	8	1	3	1	3	0	0
Ages (61 plus)	3	33	3	33	0	0	0	0	1	11	1	11	1	11

	Mean	S.D.
Twenty-one to thirty	2.1	1.5
Thirty-one to forty	1.9	1.4
Forty-one to fifty	2.2	1.8
Fifty-one to sixty	2.3	1.5
Sixty-one plus	2.0	1.6

Comment(s):

1. When compared to teachers in the other four age groupings, those, ages thirty-one to forty, value more the greater effectiveness of consultant utilization when they are teaching *Science--A Process Approach* than when they are not teaching *Science--A Process Approach* on visitation days.

2. When considering all of the consultant behaviors presented, teachers, ages twenty-one to thirty, perceive the utilization of a consultant's time when *Science--A Process Approach* teaching occurs as being the most important.

Scrutinization of the data by years-of-experience groupings finds:

Table 95:

Years of Experience Groupings	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
(0 years)	10	53	1	5	3	16	3	16	1	5	1	5	0	0
(1 to 3 years)	34	58	12	21	5	7	5	7	0	0	1	2	1	2
(4 to 10 years)	36	52	16	23	6	9	8	12	1	1	1	1	1	1
(11 to 20 years)	29	48	18	30	5	8	4	7	1	2	1	2	3	5
(20 plus years)	19	43	12	27	6	14	4	9	1	2	2	5	0	0

	Mean	S.D.
Zero years	2.3	1.5
One to three years	2.0	1.4
Four to ten years	1.9	1.3
Eleven to twenty years	2.1	1.7
Twenty plus years	2.5	1.7

Comment(s):

1. When compared to teachers in the other four years-of-experience groups, those with four to ten years of experience, rate higher the greater effectiveness of consultant utilization when they are teaching Science--A Process Approach than when they are not teaching Science--A Process Approach on visitation days.

Scanning the data by degree status of teachers finds:

Table 96:

Highest Degree Received	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
No Degree	8	53	5	33	1	7	1	7	0	0	0	0	0	0
B.S. or B.A.	82	47	39	22	20	11	20	11	3	2	6	3	5	2
M.S. or M.A.	13	62	5	24	0	0	0	0	2	10	0	0	1	5
M.S.+ or M.A.+	24	59	9	22	3	7	3	7	1	2	1	2	0	0

	Mean	S.D.
No Degree	2.4	1.8
B.S. or B.A.	2.2	1.5
M.S. or M.A.	1.7	1.5
M.S.+ or M.A.+	1.7	0.9

Comment(s):

1. Teachers possessing a M.S. or M.A. and M.S.+ or M.A.+, when compared to teachers within other degree status groups, evaluate higher the greater effectiveness of consultant utilization when they are teaching Science--A Process Approach than when they are not teaching Science--A Process Approach on visitation days.

Question I-23

When the teachers were asked, "Do you think it is beneficial to the students for the consultant to occasionally "team up" with the teacher so that the class is taught by the teacher and the consultant during a lesson?", their responses were recorded on the following continuum:

1	2	3	4	5	6	7
Very beneficial						Not beneficial

Mean numerical response = 2.6   Standard deviation = 1.6

Comment(s):

1. The data tend to indicate teachers favoring the concept that it is rather beneficial to the students for the consultant to occasionally "team up" with the teacher during a lesson.

Looking at the data by states finds:

Table 97:

State of Teacher	Mean Numerical Response	Standard Deviation
Pennsylvania Teachers	2.4	1.5
New York Teachers	2.9	1.8

Comment(s):

1. Pennsylvania teachers, when compared to New York teachers, assess the notion of a consultant occasionally "teaming up" with them during a lesson as being more beneficial.

Inspection of the data by school-type finds:

Table 98:

School-Type	Mean Numerical Response	Standard Deviation
Pilot School Teachers	2.8	1.6
Demo School Teachers	2.4	1.6

Comment(s):

1. When compared to pilot school teachers, demo school teachers value the idea of a consultant occasionally "teaming up" with them during a lesson as being more beneficial for the students.

Examination of the data by grade level finds:

Table 99:

Grade Levels	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Kindergarten	19	40	10	21	9	19	6	13	0	0	0	0	3	6
First Grade	32	47	17	25	9	13	5	7	0	0	4	6	1	1
Second Grade	18	26	18	26	8	12	12	18	5	7	2	3	5	7
Third Grade	3	50	3	50	0	0	0	0	0	0	0	0	0	0
Fourth Grade	4	31	4	31	0	0	2	15	1	8	1	8	1	8
Fifth Grade	6	17	11	31	9	25	6	17	3	8	0	0	1	3

	Mean	S.D.
Kindergarten	2.4	1.6
First Grade	2.1	1.5
Second Grade	2.9	1.8
Third Grade	1.5	0.6
Fourth Grade	2.9	2.1
Fifth Grade	2.8	1.4

Comment(s):

1. Third grade teachers, when compared to teachers at other grade levels, evaluate the idea of a consultant occasionally "teaming up" with them during a lesson as being more beneficial to the students.

Analysis of the data by age groupings finds:

Table 100:

Age Groupings	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	3	%	4	%	5	%	6	%
Ages (21-30)	32	27	31	26	26	22	14	12	5	4	4	3	6	5
Ages (31-40)	23	52	16	36	3	7	6	14	0	0	1	2	1	2
Ages (41-50)	19	46	6	15	3	7	8	20	2	5	1	2	2	4
Ages (51-60)	15	37	13	32	2	5	6	15	2	5	1	3	1	3
Ages (61 plus)	3	33	3	33	1	11	0	0	1	11	0	0	1	11

	Mean	S.D.
Twenty-one to thirty	2.7	1.7
Thirty-one to forty	2.1	1.4
Forty-one to fifty	2.6	1.8
Fifty-one to sixty	2.4	1.7
Sixty-one plus	2.2	1.6

Comment(s):

1. When compared to teachers in the other fourage groupings, those, ages thirty-one to forty, deem the notion of a consultant occasionally "teaming up" with them during a lesson as being more beneficial to the students.

2. When considering all of the consultant behaviors presented, teachers ages forty-one to fifty, perceived the concept of a consultant occasionally "teaming up" with them during a lesson for the benefit of the students to be the most unimportant.

Scrutinization of the data by years-of-experience groupings finds:

Table 101:

Years of Experience Groupings	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
(0 years)	6	30	3	15	3	15	4	20	0	0	2	10	2	10
(1 to 3 years)	21	36	15	26	11	19	5	9	2	3	2	3	2	3
(4 to 10 years)	24	34	18	25	14	20	8	11	3	4	1	1	3	4
(11 to 20 years)	22	37	19	31	5	8	10	17	2	3	0	0	2	3
(20 plus years)	17	39	12	27	2	5	7	16	3	7	2	5	1	2

	Mean	S.D.
Zero years	3.2	1.9
One to three years	2.5	1.5
Four to ten years	2.6	1.7
Eleven to twenty years	2.1	1.5
Twenty-plus years	2.6	1.8

Comment(s):

1. Teachers with eleven to twenty years of experience, when compared to those in the other four years-of-experience groups, rate the idea of a consultant occasionally "teaming up" with them during a lesson as being more beneficial to students.

2. When considering all of the consultant behaviors presented, teachers without any experience discern the concept of a consultant occasionally "teaming up" with them during a lesson for the benefit of students to be the most unimportant.

Scanning the data by degree status of teachers finds:

Table 102:

Highest Degree Received	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
No Degree	6	40	5	33	0	0	2	13	1	7	1	7	0	0
B.S. or B.A.	56	33	44	26	32	19	26	15	6	4	5	3	1	1
M.S. or M.A.	8	42	8	42	0	0	0	0	3	16	0	0	0	0
M.S.+ or M.A.+	20	49	10	24	2	5	6	15	0	0	1	2	2	4

	Mean	S.D.
No Degree	2.5	1.8
B.S. or B.A.	2.6	1.6
M.S. or M.A.	1.9	1.3
M.S.+ or M.A.+	2.6	2.0

Comment(s):

1. When compared to the teachers within other degree status groups, those possessing a M.S. or M.A. perceive the idea of a consultant occasionally "teaming up" with them during a lesson as being more beneficial to students.

In closing, the following compendium provides a general synthesis within the six categories of teachers' perceptions of how they assess the need for all the stated consultant services. Tables No. 103 through No. 108 have been included for rapid scrutinization and general overview purposes.

Table 103

"Teachers' Perceptions of Consultant Utilization (States)"

Consultant Services (code numbers)	Mean Numerical Response		
	All Teachers	Pennsylvania Teachers	New York Teachers
7	2.0	1.9	2.1
8	2.2	2.1	2.1
9	2.2	2.0	2.2
10	2.0	1.9	2.1
11	2.7	2.6	2.8
12	2.6	2.5	2.5
13	2.4	2.2	2.5
14	2.7	2.6	2.6
15	2.6	2.9	2.3
16	2.6	2.6	2.5
17	2.5	2.4	2.2
18	2.5	2.4	2.4
19	2.8	2.7	2.4
20	2.6	2.7	2.3
21	2.8	2.8	2.9
22	2.3	1.9	2.3
23	2.6	2.4	2.7

Code Numbers

	All Teachers	Pa. Teachers	N.Y. Teachers
Most Important	7, 10	7, 10, 22	7, 8, 10
Least Important	19, 21	15	21

Summarized Consultant Services, Functions or Activities

Code No.

7 Have consultant service available on a regular basis when implementing an innovative curriculum.

8 Answer specific questions about the description of lessons that are contained in the teachers' text.

9 Answer questions about equipment, obtain equipment, repair or replace equipment, set up equipment.

10 Demonstrate S-APA instruction for teachers, using small groups of students or a teacher's total class.

11 Measure student achievement to insure that the curriculum does promote the desired student educational development.

12 Observe the classroom teacher while she teaches a lesson from the curriculum, then describe and constructively discuss the teacher's performance in a conference immediately following the lesson.

13 Interpret the program to various administrators, parents, PTA, school visitors, etc., in your school district.

14 Work with a small group of children in the classroom to evaluate the effectiveness of a specific lesson from the curriculum (evaluate the curriculum itself)

15 Assist the teacher to set quantity and quality goals for the amount of the curriculum to be taught in a school year.

16 Assist the teacher in modifying lessons in the curriculum to best fit the needs of the children in that classroom.

17 Meet with teachers on a grade level basis after school or during planning periods to supply continuing inservice experiences in the new curriculum.

18 Answer teacher questions about the general subject matter (science questions).

19 Assist the teacher to employ teaching techniques and classroom management strategies that foster regular, active student interaction with the materials of the curriculum.

20 Assist teachers in developing new learning experiences for children that help transfer skills and knowledge acquired from the new curriculum to their reading, language arts, math, and social studies experiences.

21 Is more effective in the classroom working cooperatively with teacher and students or more effective in the conference room discussing the program with the teacher.

22 Is more effective when the teachers are teaching S-APA or when they are not teaching S-APA on the day of his visit.

23 Is more beneficial to the students for the consultant to occasionally "team up" with the teacher so that the class is taught by the teacher and the consultant during a lesson.

Table 104

"Teachers' Perceptions of Consultant Utilization (School-Types)"

Consultant Service (code numbers)	Mean Numerical Response		
	All Teachers	Pilot School Teachers	Demo School Teachers
7	2.0	2.5	1.9
8	2.2	2.2	2.2
9	2.2	2.0	2.2
10	2.0	2.7	1.9
11	2.7	2.8	2.7
12	2.6	2.5	2.5
13	2.4	2.6	2.4
14	2.7	2.8	2.6
15	2.6	2.4	2.6
16	2.6	2.9	2.4
17	2.5	2.5	2.2
18	2.5	2.8	2.3
19	2.8	2.8	2.5
20	2.6	2.5	2.5
21	2.8	3.3	2.7
22	2.3	2.7	1.9
23	2.6	2.8	2.4

Code Numbers

	All Teachers	Pilot Teachers	Demo Teachers
Most Important	7, 10	9	7, 10, 22
Least Important	19, 21	21	11, 21

Summarized Consultant Services, Functions or Activities

Code No.

7 Have consultant service available on a regular basis when implementing an innovative curriculum.

8 Answer specific questions about the description of lessons that are contained in the teachers' text.

9 Answer questions about equipment, obtain equipment, repair or replace equipment, set up equipment.

10 Demonstrate S-APA instruction for teachers, using small groups of students or a teacher's total class.

11 Measure student achievement to insure that the curriculum does promote the desired student educational development.

12 Observe the classroom teacher while she teaches a lesson from the curriculum, then describe and constructively discuss the teacher's performance in a conference immediately following the lesson.

13 Interpret the program to various administrators, parents, PTA, school visitors, etc., in your school district.

14 Work with a small group of children in the classroom to evaluate the effectiveness of a specific lesson from the curriculum (evaluate the curriculum itself)

15 Assist the teacher to set quantity and quality goals for the amount of the curriculum to be taught in a school year.

16 Assist the teacher in modifying lessons in the curriculum to best fit the needs of the children in that classroom.

17 Meet with teachers on a grade level basis after school or during planning periods to supply continuing inservice experiences in the new curriculum.

18 Answer teacher questions about the general subject matter (science questions).

19 Assist the teacher to employ teaching techniques and classroom management strategies that foster regular, active student interaction with the materials of the curriculum.

20 Assist teachers in developing new learning experiences for children that help transfer skills and knowledge acquired from the new curriculum to their reading, language arts, math, and social studies experiences.

21 Is more effective in the classroom working cooperatively with teacher and students or more effective in the conference room discussing the program with the teacher.

22 Is more effective when the teachers are teaching S-APA or when they are not teaching S-APA on the day of his visit.

23 Is more beneficial to the students for the consultant to occasionally "team up" with the teacher so that the class is taught by the teacher and the consultant during a lesson.

Table 105

"Teachers' Perceptions of Consultant Utilization (Grade Levels)"

	Mean Numerical Response						
Consultant Services (code numbers)	All Teachers	Kindergarten Teachers	Grade 1 Teachers	Grade 2 Teachers	Grade 3 Teachers	Grade 4 Teachers	Grade 5 Teachers
7	2.0	1.9	1.9	1.9	1.7	2.9	2.3
8	2.2	2.0	2.1	2.2	2.3	1.8	2.3
9	2.2	1.9	2.2	2.2	2.5	2.2	2.0
10	2.0	1.9	1.8	1.9	2.0	3.1	2.4
11	2.7	2.5	2.7	2.7	1.8	3.2	2.6
12	2.6	2.2	2.4	2.8	1.8	3.2	2.1
13	2.4	2.0	2.3	2.6	1.5	2.8	2.4
14	2.7	2.3	2.7	2.9	1.7	2.6	2.8
15	2.6	2.5	2.5	2.8	1.7	2.2	2.5
16	2.6	2.3	2.6	2.6	1.3	2.5	2.9
17	2.5	1.8	2.3	2.4	1.3	2.2	2.6
18	2.5	2.0	2.5	2.4	1.7	2.1	3.1
19	2.8	2.0	2.8	2.7	1.7	2.9	2.8
20	2.6	2.0	2.7	2.6	1.5	2.9	2.4
21	2.8	2.4	2.7	2.9	2.2	3.7	3.1
22	2.3	1.9	1.9	2.1	1.7	3.4	2.4
23	2.6	2.4	2.1	2.9	1.5	2.9	2.8

Code Numbers

	All Teachers	Kindergarten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five
Most Important	7, 10	17	10	7, 10	16, 17	8	9
Least Important	19, 21	11, 15	19	14, 21, 23	9	21	18, 21

Summarized Consultant Services, Functions or Activities

Code No.

7 Have consultant service available on a regular basis when implementing an innovative curriculum.

8 Answer specific questions about the description of lessons that are contained in the teachers' text.

9 Answer questions about equipment, obtain equipment, repair or replace equipment, set up equipment.

10 Demonstrate S-APA instruction for teachers, using small groups of students or a teacher's total class.

11 Measure student achievement to insure that the curriculum does promote the desired student educational development.

12 Observe the classroom teacher while she teaches a lesson from the curriculum, then describe and constructively discuss the teacher's performance in a conference immediately following the lesson.

13 Interpret the program to various administrators, parents, PTA, school visitors, etc., in your school district.

14 Work with a small group of children in the classroom to evaluate the effectiveness of a specific lesson from the curriculum (evaluate the curriculum itself)

15 Assist the teacher to set quantity and quality goals for the amount of the curriculum to be taught in a school year.

16 Assist the teacher in modifying lessons in the curriculum to best fit the needs of the children in that classroom.

17 Meet with teachers on a grade level basis after school or during planning periods to supply continuing inservice experiences in the new curriculum.

18 Answer teacher questions about the general subject matter (science questions).

19 Assist the teacher to employ teaching techniques and classroom management strategies that foster regular, active student interaction with the materials of the curriculum.

20 Assist teachers in developing new learning experiences for children that help transfer skills and knowledge acquired from the new curriculum to their reading, language arts, math, and social studies experiences.

21 Is more effective in the classroom working cooperatively with teacher and students or more effective in the conference room discussing the program with the teacher.

22 Is more effective when the teachers are teaching S-APA or when they are not teaching S-APA on the day of his visit.

23 Is more beneficial to the students for the consultant to occasionally "team up" with the teacher so that the class is taught by the teacher and the consultant during a lesson.

Table 106

"Teachers' Perceptions of Consultant Utilization (Age Groupings)"

Consultant Service (code numbers)	Mean Numerical Response					
	All Teachers	Teachers Ages (21-30)	Teachers Ages (31-40)	Teachers Ages (41-50)	Teachers Ages (51-60)	Teachers Ages (61-plus)
7	2.0	2.2	1.8	1.8	2.1	2.4
8	2.2	2.3	2.2	1.6	1.9	1.7
9	2.2	2.2	2.5	1.9	1.9	1.3
10	2.0	2.2	1.9	1.7	1.9	1.7
11	2.7	2.8	3.1	2.4	2.3	2.6
12	2.6	2.5	2.2	2.3	2.8	3.9
13	2.4	2.5	2.2	2.0	2.5	2.9
14	2.7	2.8	2.8	2.2	2.5	2.3
15	2.6	2.7	2.5	2.1	2.9	2.1
16	2.6	2.6	2.6	2.1	2.8	2.3
17	2.5	2.4	2.1	1.9	2.3	2.3
18	2.5	2.5	2.5	2.2	2.2	2.1
19	2.8	2.7	2.5	2.2	2.8	2.1
20	2.6	2.6	2.5	2.0	2.8	1.9
21	2.8	2.8	2.9	2.5	2.9	2.9
22	2.3	2.1	1.9	2.2	2.3	2.0
23	2.6	2.7	2.1	2.6	2.4	2.2

Code Numbers

	All Teachers	Ages (21-30)	Ages (31-40)	Ages (41-50)	Ages (51-60)	Ages (61 plus)
Most Important	7, 10	22	7	8	8, 9, 10	9
Least Important	19, 21	11, 14, 21	11	23	15, 21	12

Summarized Consultant Services, Functions or Activities

Code No.	
7	Have consultant service available on a regular basis when implementing an innovative curriculum.
8	Answer specific questions about the description of lessons that are contained in the teachers' text.
9	Answer questions about equipment, obtain equipment, repair or replace equipment, set up equipment.
10	Demonstrate S-APA instruction for teachers, using small groups of students or a teacher's total class.
11	Measure student achievement to insure that the curriculum does promote the desired student educational development.
12	Observe the classroom teacher while she teaches a lesson from the curriculum, then describe and constructively discuss the teacher's performance in a conference immediately following the lesson.
13	Interpret the program to various administrators, parents, PTA, school visitors, etc., in your school district.
14	Work with a small group of children in the classroom to evaluate the effectiveness of a specific lesson from the curriculum (evaluate the curriculum itself)
15	Assist the teacher to set quantity and quality goals for the amount of the curriculum to be taught in a school year.
16	Assist the teacher in modifying lessons in the curriculum to best fit the needs of the children in that classroom.
17	Meet with teachers on a grade level basis after school or during planning periods to supply continuing inservice experiences in the new curriculum.
18	Answer teacher questions about the general subject matter (science questions).
19	Assist the teacher to employ teaching techniques and classroom management strategies that foster regular, active student interaction with the materials of the curriculum.
20	Assist teachers in developing new learning experiences for children that help transfer skills and knowledge acquired from the new curriculum to their reading, language arts, math, and social studies experiences.
21	Is more effective in the classroom working cooperatively with teacher and students or more effective in the conference room discussing the program with the teacher.
22	Is more effective when the teachers are teaching S-APA or when they are not teaching S-APA on the day of his visit.
23	Is more beneficial to the students for the consultant to occasionally "team up" with the teacher so that the class is taught by the teacher and the consultant during a lesson.

Table 107

"Teachers' Perceptions of Consultant Utilization (Years of Experience)"

Consultant Services (code numbers)	Mean Numerical Response					
	All Teachers	Teachers (0 yrs.)	Teachers (1-3 yrs.)	Teachers (4-10 yrs.)	Teachers (11-20 yrs.)	Teachers (20-plus yrs.)
7	2.0	2.0	2.1	2.1	1.6	2.2
8	2.2	1.8	2.1	2.5	1.9	1.9
9	2.2	2.1	2.1	2.4	2.1	1.8
10	2.0	2.7	1.9	1.9	1.7	1.9
11	2.7	2.9	2.7	2.9	2.6	2.3
12	2.6	2.7	2.3	2.4	2.2	3.0
13	2.4	2.3	2.4	2.4	2.0	2.7
14	2.7	2.6	2.8	2.8	2.4	2.5
15	2.6	2.4	2.5	2.7	2.2	2.9
16	2.6	2.4	2.4	2.7	2.4	2.9
17	2.5	2.3	2.5	2.2	2.1	2.3
18	2.5	2.5	2.2	2.7	2.3	2.4
19	2.8	2.7	2.5	2.6	2.5	2.7
20	2.6	2.6	2.5	2.4	2.5	2.6
21	2.8	2.9	2.7	2.9	2.6	3.1
22	2.3	2.3	2.0	1.9	2.1	2.5
23	2.6	3.2	2.5	2.6	2.1	2.6

Code Numbers

	All Teachers	(0) Years	(1-3) Years	(4-10) Years	(11-20) Years	(20 plus) Years
Most Important	7, 10	8	10	10, 22	7	9
Least Important	19, 34	23	14	11, 21	11, 21	21

Summarized Consultant Services, Functions or Activities

Code No.

7 Have consultant service available on a regular basis when implementing an innovative curriculum.

8 Answer specific questions about the description of lessons that are contained in the teachers' text.

9 Answer questions about equipment, obtain equipment, repair or replace equipment, set up equipment.

10 Demonstrate S-APA instruction for teachers, using small groups of students or a teacher's total class.

11 Measure student achievement to insure that the curriculum does promote the desired student educational development.

12 Observe the classroom teacher while she teaches a lesson from the curriculum, then describe and constructively discuss the teacher's performance in a conference immediately following the lesson.

13 Interpret the program to various administrators, parents, PTA, school visitors, etc., in your school district.

14 Work with a small group of children in the classroom to evaluate the effectiveness of a specific lesson from the curriculum (evaluate the curriculum itself)

15 Assist the teacher to set quantity and quality goals for the amount of the curriculum to be taught in a school year.

16 Assist the teacher in modifying lessons in the curriculum to best fit the needs of the children in that classroom.

17 Meet with teachers on a grade level basis after school or during planning periods to supply continuing inservice experiences in the new curriculum.

18 Answer teacher questions about the general subject matter (science questions).

19 Assist the teacher to employ teaching techniques and classroom management strategies that foster regular, active student interaction with the materials of the curriculum.

20 Assist teachers in developing new learning experiences for children that help transfer skills and knowledge acquired from the new curriculum to their reading, language arts, math, and social studies experiences.

21 Is more effective in the classroom working cooperatively with teacher and students or more effective in the conference room discussing the program with the teacher.

22 Is more effective when the teachers are teaching S-APA or when they are not teaching S-APA on the day of his visit.

23 Is more beneficial to the students for the consultant to occasionally "team up" with the teacher so that the class is taught by the teacher and the consultant during a lesson.

Table 108

"Teachers' Perceptions of Consultant Utilization (Highest Degree Received)"

Consultant Services (code numbers)	Mean Numerical Response				
	All Teachers	No Degree	Bachelors Degree	Masters Degree	Masters-Plus
7	2.0	1.9	2.1	1.7	1.8
8	2.2	1.8	2.1	2.2	1.9
9	2.2	1.8	2.1	2.4	2.1
10	2.0	2.3	2.1	1.9	1.7
11	2.7	2.3	2.7	2.9	2.9
12	2.6	2.8	2.6	2.6	2.0
13	2.4	2.4	2.4	2.5	2.0
14	2.7	2.3	2.7	2.5	2.3
15	2.6	2.6	2.6	3.2	2.2
16	2.6	2.6	2.6	3.3	1.9
17	2.5	2.2	2.4	2.1	1.5
18	2.5	2.2	2.4	2.8	2.0
19	2.8	2.6	2.7	2.7	1.7
20	2.6	2.5	2.5	3.0	2.0
21	2.8	3.3	2.8	3.0	2.6
22	2.3	2.4	2.2	1.7	1.7
23	2.6	2.5	2.6	1.9	2.6

Code Numbers

	All Teachers	No Degree	Bachelor's Degree	Masters Degree	Masters Plus
Most Important	7, 10	8, 9	7, 8, 9, 10	7, 22	17
Least Important	19, 21	21	21	16	11

Part II

"Principals' Perceptions of Consultant Utilization"

During a series of inservice meetings for pilot and demonstration school principals held at the Airport Inn, North Syracuse, New York, during December, 1969, the enclosed document (see: Appendix) entitled "Principal's Perception of Teacher Preferences for the Utilization of External Consultant Service" was administered to those in attendance. The schools of diverse characteristics are distributed geographically throughout the states of New York and Pennsylvania. These elementary schools are a part of the Eastern Regional Institute for Education's network of pilot and demonstration schools. The schools, their locations, and ERIE code numbers are as follows:

Pilot Schools

Code Number	School	Location
01	F. S. Banford School	Canton, N. Y.
02	Cedar Road School	E. Northport, N. Y.
03	Cortland Campus School	Cortland, N. Y.
04	Maple School	Williamsville, N. Y.
05	Nathaniel Rochester #3	Rochester, N. Y.
06	Gen. E. S. Otis #30	Rochester, N. Y.
07	C. C. Ring School	Jamestown, N. Y.
08	Rosedale School	White Plains, N. Y.
09	Calvin Smith School	Painted Post, N. Y.
10	Ticonderoga School	Ticonderoga, N. Y.
11	Trumansburg School	Trumansburg, N. Y.
12	Westmere School	Albany, N. Y.
15	Blessed Sacrament School	Syracuse, N. Y.
20	J. Henry Cochran School	Williamsport, Penna.
21	Fairview School	Fairview, Penna.
22	Wellsboro School	Wellsboro, Penna.
23	Abraham Lincoln School	Pittsburgh, Penna.
24	Overlook School	Pittsburgh, Penna.
25	Shannock Valley School	Rural Valley, Penna.
26	Washington School	Shamokin, Penna.
29	St. Cyril of Alexandria	Pittsburgh, Penna.

Demonstration Schools

Code Number	School	Location
30	Campbell School	Campbell, N. Y.
31	Clinton School	Clinton, N. Y.
32	G. Berton Davis School	Malone, N. Y.
33	Friendship School	Friendship, N. Y.
34	Gardiners Avenue School	Levittown, N. Y.
35	Groton School	Groton, N. Y.
36	Hancock School	Hancock, N. Y.
37	John Kennedy School	Batavia, N. Y.
38	North Hill School	Cheektowaga, N. Y.
39	Onondaga Hill School	Syracuse, N. Y.
40	Park View School	Kings Park, N. Y.
41	Paulding School	Tarrytown, N. Y.
42	Scotchtown Avenue School	Goshen, N. Y.
43	Sherman-Massey School	Watertown, N. Y.
44	Sloatsburg School	Sloatsburg, N. Y.
45	Stevens School	Scotia, N. Y.
46	Watkins Glen School	Watkins Glen, N. Y.
50	Ben Avon School	Pittsburgh, Penna.
51	Boalsburg School	State College, Penna.
52	Brighton Township School	Beaver, Penna.
53	Hamilton School	Carlisle, Penna.
54	Hoffman Avenue School	Windber, Penna.
55	Inglewood School	Lansdale, Penna.
56	Johnsville School	Warminster, Penna.
57	Lamar Township School	Mill Hall, Penna.
58	Lionville School	Dowingtown, Penna.
59	Norwood School	Norwood, Penna.
60	Roosevelt School	Media, Penna.
61	Smethport School	Smethport, Penna.
62	Dr. Edward Tracy School	Easton, Penna.
63	White Oak School	McKeesport, Penna.
64	Woodward School	Lock Haven, Penna.

The principals who responded to the questionnaire are:

Pilot Schools

Vance Sanford
Francis Helm
Alexander Johnson
Mabel Hornburg
Lyman Weaver
Mahlon Northrop
Donald Mahon
John Carlson
Bernadette Geary
Joseph Merenda
John Bourdon
Thomas Toomey
Harold Weinstein
John Dice
Ronald Lenzi
John McWhirter
William Straessley
Sister Mary Roberta
Robert Meldrum
James Cleary
Thomas Ahern

Demonstration Schools

Albert Camp
Robert Hinkelman
Ronald Shearer
Christian Dwyer
Lawrence Byron
Donald McCloy
Paul Solley
Donald Hobson
Angelo Iacono
Irene McKelvey
Zita Muller
Floyd Noreault
Winard Redding
Mabel Scondras
Carlos Gutierrez
Harry Gore
Mathew Pavlovich
James Eschbach
Pansy Dameron
Warren Semmel
Arnold Redbord
Barbara Hanrahan
James Shippy
Mae Klube
R. Allen DeHond
Edward McDermott
Molly Alter
William Hite
James Mitchener
Herbert Bueneman
James Palumbo
Gerald Brown

The primary goal of this questionnaire was to determine the principals' perceptions of how important a given consultant function, service or activity is, in the minds of the teachers. The collected data have their foundations in the responses to the items on the questionnaire. As in any questionnaire-data gathering endeavor, many of the items are not answered or scored, such is the case here.

The data represent a summary of the principals' responses to the questions asked, signified by their mean numerical response on a one to seven continuum. The data have also been tabulated under the following two categories:

	Number of Principals
1. State of Principal	
a. Pennsylvania principals	19
b. New York principals	25
2. School-type of Principal	
a. Pilot school principals	24
b. Demonstration school principals	20

Question II-7

When the principals were asked, "How important is it to the teachers to have consultant service available on a regular basis when they are implementing an innovative curriculum in their own classrooms?", they responded on the following continuum:

1 2 3 4 5 6 7

Feel consultant service extremely necessary

Feel no need for any consultant service

Mean numerical response = 2.0 Standard deviation = 1.3

Comment(s):

1. Principals perceive that their teachers feel consultant service is extremely necessary on a regular basis.

Inspection of the data by states finds:

Table 109:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pa. Principals	10	43	6	26	1	4	2	9	0	0	0	0	0	0
N.Y. Principals	9	39	7	30	1	4	4	17	2	9	1	4	0	0
All Principals	19	41	13	28	2	4	6	13	2	4	1	2	0	0

	Mean	S.D.
Pennsylvania Principals	1.6	0.8
New York Principals	2.5	1.6

Comment(s):

1. Pennsylvania principals tend to feel that their teachers need consultant service on a regular basis more than the New York principals.

Analysis of the data by school-types finds:

Table 110:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pilot Schools	6	26	9	39	2	9	3	13	2	9	1	4	0	0
Demo Schools	13	62	4	19	1	5	2	10	1	5	0	0	0	0
All Principals	19	44	13	29	3	7	5	11	3	7	1	2	0	0

	Mean	S.D.
Pilot School Principals	2.5	1.5
Demo School Principals	1.6	0.9

Comment(s):

1. Demo school principals perceive that teachers feel consultant service is extremely necessary on a regular basis more than the pilot school principals.

Question II-8

When the principals were asked, "How important is it to the teachers to have a consultant available to answer specific questions about the descriptions of lessons that are contained in the teachers text (syllabus)?", their responses were recorded on the following continuum:

1 2 3 4 5 6 7

1 2 3 4 5 6 7

Very important Unimportant

Mean numerical response = 2.5 Standard deviation = 1.4

Comment(s):

1. Principals perceive that their teachers deem rather important the consultant function of being available to answer specific questions about the description of lessons found in the teacher text.

Inspection of the data by states finds:

Table 111:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pa. Principals	6	26	7	30	4	17	1	4	2	9	0	0	1	4
N.Y. Principals	7	30	2	9	5	22	4	17	3	13	1	4	1	4
All Principals	13	28	9	20	9	19	5	10	5	11	1	2	2	4

	Mean	S.D.
Pennsylvania Principals	2.1	1.1
New York Principals	3.0	1.7

Comment(s):

1. Pennsylvania principals discern their teachers wanting the consultant available to answer specific questions about the description of lessons found in the teachers text more than their New York counterparts.

Analysis of the data by school-types finds:

Table 112:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pilot Schools	8	35	6	26	4	17	3	13	1	4	1	4	0	0
Demo Schools	10	26	13	33	9	23	4	10	3	8	0	0	0	0
All Principals	18	30	19	29	13	20	7	11	4	6	1	2	0	0

	Mean	S.D.
Pilot School Principals	2.4	1.5
Demo School Principals	2.9	1.6

Comment(s):

1. Pilot school principals observe that their teachers deem this consultant function more important than demo school principals.

Question II-9

When the principals were asked, "How important is it to the teachers to have a consultant available to answer questions about equipment, obtain equipment, repair or replace equipment, set up equipment?", they responded on the following continuum:

1	2	3	4	5	6	7
Very important						Unimportant

Mean numerical response = 2.8 Standard deviation = 1.5

Comment(s):

1. Principals perceive that their teachers feel having a consultant available to answer questions about equipment, obtain equipment, repair or replace equipment, or set up equipment as being rather important.

Inspection of the data by states finds:

Table 113:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pa. Principals	3	13	9	39	3	13	3	13	1	4	1	4	0	0
N.Y. Principals	7	30	3	13	4	17	5	22	2	9	1	4	1	4
All Principals	10	17	12	26	7	15	8	17	3	6	2	4	1	2

	Mean	S.D.
Pennsylvania Principals	2.5	1.3
New York Principals	3.0	1.7

Comment(s):

1. Penna.school principals feel their teachers prize this consultant function more highly than do the N.Y. school principals.

Analysis of the data by school-type finds:

Table 114:

Respondents	Frequencies and Percentages Per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pilot School Principals	6	26	7	30	5	22	7	30	2	9	1	4	1	4
Demo School Principals	5	26	5	26	4	21	1	5	2	10	2	10	2	10
All Principals	11	26	12	28	9	22	8	17	4	9	3	7	3	7

	Mean	S.D.
Pilot School Principals	2.6	1.2
Demo School Principals	3.0	1.8

Comment(s):

1. Pilot school principals feel their teachers prize this consultant function more highly than do the demo school principals.

Question II-10

When the principals were asked, "How important is it to the teachers to have a consultant available to demonstrate S-APA instruction for teachers, using small groups of students or a teacher's total class?", their responses were recorded on the following continuum:

1 2 3 4 5 6 7
Very important Unimportant

Mean numerical response = 2.1 Standard deviation = 1.3

Comment(s):

1. Principals see their teachers deeming rather important, the consultant function of demonstrating S-APA instruction for them, using small groups of students or an entire class.

Looking at the data by states finds:

Table 115:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pa. Principals	10	43	6	26	2	9	1	4	1	4	0	0	0	0
N.Y. Principals	6	26	9	39	4	17	2	9	0	0	0	0	1	4
All Principals	16	35	15	33	6	13	3	7	1	2	0	0	1	2

	Mean	S.D
Pennsylvania Principals	1.6	0.8
New York Principals	2.3	1.4

Comment(s):

1. Pennsylvania principals perceive that their teachers rate this consultant function very important, whereas New York principals feel it is only rather important. Pennsylvania principals assess this function the highest or most important of all consultant activities mentioned.

Examination of the data by school-types finds:

Table 116:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pilot School Principals	8	35	7	30	3	13	2	9	0	0	0	0	1	4
Demo School Principals	9	45	7	35	3	15	1	5	0	0	0	0	0	0
All Principals	17	40	14	32	6	14	3	7	0	0	0	0	1	1

	Mean	S.D.
Pilot School Principals	2.3	1.5
Demo School Principals	1.8	0.8

Comment(s):

1. Demo school principals' observations of teacher needs find this to be a very important consultant function, whereas pilot school principals' observations find it just rather important.

2. Pilot school principals perceive this consultant function to be the most important of all those mentioned with mean numerical responses of 2.30.

Question II-11

When the principals were asked, "How important is it to the teachers to have a consultant available to measure student achievement to insure that the curriculum does promote the desired student educational development?", they responded on the following continuum:

1	2	3	4	5	6	7
Very important						Unimportant

Mean numerical response = 3.1

Standard deviation = 1.8

Comment(s):

1. Principals discern their teachers valuing the consultant service of being available to measure student achievement to insure that S-APA does promote the desired student educational development, as rather important but not very important.

Inspection of the data by states finds:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Penna. Principals														

Table 117:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pa. Principals	3	13	5	22	2	9	5	22	0	0	4	17	1	4
N.Y. Principals	4	17	5	22	4	17	3	13	3	13	3	13	1	4
All Principals	7	15	10	22	6	13	8	18	3	6	7	15	2	4

	Mean	S.D.
Pennsylvania Principals	3.3	1.8
New York Principals	3.4	1.8

Comment(s):

1. Pennsylvania principals observe their teachers assessing higher this consultant service than their New York counterparts. However, this is the consultant function that Pennsylvania principals perceive their teachers as rating the most unimportant.

Examination of the data by school-types finds:

Table 118:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pilot School Principals	1	4	7	30	3	13	6	26	0	0	4	17	2	9
Demo School Principals	6	30	4	20	3	15	1	5	3	15	2	10	1	5
All Principals	7	17	11	25	6	14	7	15	3	8	6	13	3	7

	Mean	S.D.
Pilot School Principals	3.7	1.7
Demo School Principals	3.0	1.9

Comment(s):

1. Demo school principals feel their teachers deem this consultant function to be more important than pilot school principals.

Question II-12

When the principals were asked, "How important is it to the teachers to have a consultant available to observe the classroom teacher while she teaches a lesson from the curriculum, then describe and constructively discuss the teacher's performance in a conference immediately following the lesson?", they responded on the following continuum:

1	2	3	4	5	6	7
Very important						Unimportant

Mean numerical response = 2.8   Standard deviation = 1.7

Comment(s):

1. Principals perceive their teachers deeming the consultant function of observing the classroom teacher while she teaches a lesson from the curriculum, then describing and constructively discussing the teacher's performance in a conference immediately following the lesson as rather important, but not very important.

Inspection of the data by states finds:

Table 119:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pa. Principals	7	30	2	9	4	17	2	9	2	9	3	13	0	0
N.Y. Principals	6	26	6	26	4	17	1	4	5	22	0	0	1	4
All Principals	13	28	8	17	8	17	3	6	7	16	3	6	1	2

	Mean	S.D.
Pennsylvania Principals	2.8	1.8
New York Principals	2.9	1.8

Comment(s):

1. Pennsylvania principals discern their teachers rating this consultant function slightly more important than their New York counterparts.

Analysis of the data by school-types finds:

Table 120:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pilot School Principals	5	22	6	26	5	22	2	9	6	26	3	13	2	9
Demo School Principals	8	40	4	20	4	20	2	10	2	10	0	0	0	0
All Principals	13	29	10	21	9	20	4	9	8	18	3	6	2	4

	Mean	S.D.
Pilot School Principals	3.4	1.9
Demo School Principals	2.3	1.4

Comment(s):

1. Demo school principals notice their teacher regarding this consultant activity more highly than pilot school principals.

Question II-13

When the principals were asked, "How important is it to the teachers to have a consultant available to interpret the program to various administrators, parents, PTA's, school visitors, etc., in *your school district?", they responded on the following continuum:*

1	2	3	4	5	6	7
Very important						Unimportant

Mean numerical response = 3.2 Standard deviation = 1.8

Comment(s):

1. Principals perceive their teachers valuing the consultant function of interpreting the program to various administratrators, parents, PTA's, etc., as being not too important.
2. Of all the consultant activities mentioned, this is the one the principals rated as being the most unimportant in the "eyes" of their teachers.

Inspection of the data by states finds:

Table 121:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pa. Principals	2	9	5	22	5	22	4	17	1	4	2	9	1	4
N.Y. Principals	5	22	3	13	4	17	3	13	2	9	4	17	2	9
All Principals	7	16	8	18	9	20	7	15	3	6	6	13	3	6

	Mean	S.D.
Pennsylvania Principals	3.3	1.7
New York Principals	3.5	2.0

Comment(s):

1. Pennsylvania principals observe their teachers evaluating this consultant service more highly than New York principals.

Examination of the data by school-types:

Table 122:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pilot School Principals	4	17	2	9	4	17	4	17	3	13	4	17	1	4
Demo School Principals	4	20	5	25	5	25	2	10	0	0	2	10	2	10
All Principals	8	18	7	17	9	21	6	14	3	6	6	14	3	7

	Mean	S.D.
Pilot School Principals	3.7	1.8
Demo School Principals	3.2	1.9

Comment(s):

1. Demo school principals discern their teachers regarding this consultant function more important than pilot school principals.
2. Of all the consultant activities mentioned, this is the one demo school principals perceive their teachers as rating the most unimportant.

Question II-14

When the principals were asked, "How important is it to the teachers to have a consultant available to work with a small group of children in the classroom to evaluate the effectiveness of a specific lesson from the curriculum?", they responded on the following continuum:

1	2	3	4	5	6	7
Very important						Unimportant

Mean numerical response = 3.2

Standard deviation = 1.7

Comment(s):

1. Principals perceive their teachers assessing the consultant function of working with a small group of children in the classroom to evaluate the effectiveness of a specific lesson as not being too important.

Looking at the data by states finds:

Table 123:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pa. Principals	4	17	5	22	4	17	4	17	2	9	1	4	0	0
N.Y. Principals	3	13	4	17	2	9	1	4	9	39	2	9	2	9
All Principals	7	15	9	20	6	13	5	11	11	24	3	6	2	5

	Mean	S.D.
Pennsylvania Principals	2.8	1.4
New York Principals	4.0	1.8

Comment(s):

1. Pennsylvania principals observe their teachers deeming this consultant service more important than their New York counterparts.

2. Of all the consultant services presented, this is the one New York principals rated as being the most unimportant in the "eyes" of their teachers.

Scrutinization of the data by school-types finds:

Table 124:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pilot School Principals	1	4	4	18	4	18	1	4	7	32	3	14	2	9
Demo School Principals	6	30	4	20	3	15	4	20	3	15	0	0	0	0
All Principals	7	17	8	19	7	17	5	12	10	24	3	7	2	5

	Mean	S.D.
Pilot School Principals	4.1	1.8
Demo School Principals	2.7	1.5

Comment(s):

1. Demo school principals feel their teachers deem this consultant activity to be more important than pilot school principals.
2. Of all the consultant functions mentioned, this is the one pilot school principals perceive their teachers as rating the most unimportant.

Question II-15

When the principals were asked, "How important is it to the teachers to have a consultant available to assist the teacher to set quantity and quality goals for the amount of the curriculum to be taught in a school year?", they responded on the following continuum:

1 2 3 4 5 6 7

Very important Unimportant

Mean numerical response = 2.8 Standard deviation = 1.5

Comment(s):

1. Principals perceive that their teachers deem the consultant function of assisting them to set quantity and quality goals for the amount of curriculum to be taught in a given school year as being rather important, but not very important.

Inspection of the data by states finds:

Table 125:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pa. Principals	2	9	10	43	3	13	2	9	0	0	2	9	1	4
N.Y. Principals	3	13	7	30	1	4	6	26	3	13	3	13	0	0
All Principals	5	11	17	36	4	8	8	18	3	6	5	11	1	2

	Mean	S.D.
Pennsylvania Principals	2.7	1.6
New York Principals	3.4	1.8

Comment(s):

1. Pennsylvania principals notice their teachers valuing this consultant service more important than New York principals.

Examination of the data by school-types finds:

Table 126:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pilot School Principals	2	9	8	36	2	9	4	18	2	9	4	18	1	5
Demo School Principals	4	20	9	45	1	5	4	20	1	5	0	0	1	5
All Principals	6	15	17	41	3	7	8	19	3	7	4	9	2	5

	Mean	S.D.
Pilot School Principals	3.5	1.7
Demo School Principals	2.7	1.6

Comment(s):

1. Demo school principals observe their teachers rating this consultant activity more important than pilot school principals.

Question II-16

When the principals were asked, "How important is it to the teachers to have a consultant available to assist the teacher in modifying lessons in the curriculum to best fit the needs of the children in that classroom?", their responses were recorded on the following continuum:

1	2	3	4	5	6	7
Very important						Unimportant

Mean numerical response = 2.6   Standard deviation = 1.4

Comment(s):

1. Principals perceive their teachers valuing the consultant function of assisting them in modifying lessons in the curriculum to best fit the needs of their children as being rather important, but not very important.

Analysis of the data by states finds:

Table 127:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pa. Principals	5	22	7	30	3	13	3	13	0	0	2	9	0	0
N.Y. Principals	6	26	5	22	3	13	5	22	2	9	2	9	0	0
All Principals	11	24	12	26	6	13	8	18	2	5	4	9	0	0

	Mean	S.D.
Pennsylvania Principals	2.4	1.3
New York Principals	3.0	1.7

Comment(s):

1. Pennsylvania principals discern their teachers assessing this consultant activity more important than New York principals.

Scrutinization of the data by school-types finds:

Table 128:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pilot School Principals	3	14	6	27	3	14	6	27	1	5	3	14	0	0
Demo School Principals	8	40	6	30	3	15	2	10	1	5	0	0	0	0
All Principals	11	27	12	29	6	15	8	18	2	5	3	7	0	0

	Mean	S.D.
Pilot School Principals	3.3	1.7
Demo School Principals	2.1	1.2

Comment(s):

1. Demo school principals see their teachers rating this consultant service more important than pilot school principals.

Question II-17

When the principals were asked, "How important is it to the teachers to have a consultant available to meet with teachers on a grade level basis after school or during planning periods to supply continuing inservice experience in the new curriculum?", they responded on the following continuum:

1	2	3	4	5	6	7
Very important						Unimportant

Mean numerical response = 1.9 Standard deviation = 1.1

Comment(s):

1. Principals perceive their teachers regarding the consultant function of meeting with them on a grade level basis after school or during planning periods to supply continuing in-service experience as being very important.

2. Of all the consultant functions presented, this is the one all principals rated as being the most important in the "eyes" of their teachers.

Inspection of the data by states finds:

Table 129:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pa. Principals	8	35	8	35	2	9	1	4	0	0	1	4	0	0
N.Y. Principals	9	39	7	30	4	17	3	13	0	0	0	0	0	0
All Principals	17	37	15	33	6	13	4	8	0	0	1	2	0	0

	Mean	S.D.
Pennsylvania Principals	1.8	0.9
New York Principals	2.2	1.3

Comment(s):

1. Pennsylvania principals notice their teachers assessing this consultant activity more important than their New York counterparts.

2. Of all the consultant functions mentioned, this is the one New York principals perceive their teachers as rating the most important.

Examination of the data by school-types finds:

Table 130:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pilot School	6	27	6	27	7	32	3	14	0	0	0	0	0	0
Demo School	11	55	8	40	0	0	1	5	0	0	0	0	0	0
All Principals	17	41	14	34	7	16	4	9	0	0	0	0	0	0

	Mean	S.D.
Pilot School Principals	2.5	1.3
Demo School Principals	1.6	0.8

Comment(s):

1. Demo school principals observe their teachers deeming this consultant service more important than pilot school principals.

2. Demo school principals perceive this consultant function to be the most important to their teachers, when considering all of those presented.

Question II-18

When the principals were asked, "How important is it to the teachers to have a consultant available to answer their questions about the general subject matter area (science questions) upon which the innovative curriculum is based?", they responded on the following continuum:

1	2	3	4	5	6	7
Very important						Unimportant

Mean numerical response = 2.3 Standard deviation = 1.4

Comment(s):

1. Principals perceive their teachers valuing the consultant function of answering their questions about the general subject matter area as being rather important, but not very important.

Inspection of the data by states finds:

Table 131:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pa. Principals	6	26	9	39	1	4	1	4	0	0	1	4	1	4
N.Y. Principals	7	30	6	26	5	22	4	17	0	0	1	4	0	0
All Principals	13	28	15	33	6	13	5	11	0	0	2	4	1	2

	Mean	S.D.
Pennsylvania Principals	2.3	1.6
New York Principals	2.6	1.5

Comment(s):

1. Pennsylvania principals discern their teachers rating this consultant function slightly more important than New York principals.

Examination of the data by school-types finds:

Table 132:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pilot School Principals	5	23	8	36	4	18	4	18	1	5	0	0	0	0
Demo School Principals	8	40	7	35	2	10	1	5	0	0	1	5	1	5
All Principals	13	32	15	36	6	14	5	11	1	2	1	2	1	2

	Mean	S.D.
Pilot School Principals	2.6	1.3
Demo School Principals	2.3	1.7

Comment(s):

1. Demo school principals observe their teachers deeming this consultant function more important than pilot school principals.

Question II-19

When the principals were asked, "How important is it to the teachers to have a consultant available to assist the teacher to employ teaching techniques and classroom management strategies that foster regular, active student interaction with the materials of the curriculum?", they responded on the following continuum:

1	2	3	4	5	6	7
Very important						Unimportant

Mean numerical responses = 2.7 Standard deviation = 1.7

Comment(s):

1. Principals perceive their teachers valuing the consultant function of assisting them to employ teaching techniques and classroom management strategies that foster regular, active student interaction with the materials of the curriculum as being rather important, but not very important.

Inspection of the data by state finds:

Table 133:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pa. Principals	4	17	6	26	3	13	3	13	1	4	3	13	0	0
N.Y. Principals	5	22	5	22	4	17	4	17	3	13	1	4	1	4
All Principals	9	20	11	24	7	15	7	15	4	8	4	8	1	2

	Mean	S.D.
Pennsylvania Principals	2.8	1.6
New York Principals	3.2	1.8

Comment(s):

1. Pennsylvania principals discern their teachers assessing this consultant function more important than their New York counterparts.

Examination of the data by school-types finds:

Table 134:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pilot School Principals	1	5	5	23	5	23	7	32	1	5	2	9	1	5
Demo School Principals	8	40	7	35	1	5	0	0	3	15	1	5	0	0
All Principals	9	23	12	29	6	14	7	16	4	10	3	7	1	2

	Mean	S.D.
Pilot School Principals	3.6	1.5
Demo School Principals	2.3	1.6

Comment(s):

1. Demo school principals observe their teachers deeming this consultant function more important than pilot school principals.

Question II-20

When the principals were asked, "How important is it to the teachers to have a consultant available to assist teachers in developing new learning experiences for children that help transfer skills and knowledge acquired from the new curriculum to their reading, *language arts, math, and social studies experiences?", their responses were recorded on the following continuum:*

1 2 3 4 5 6 7

Very important Unimportant

Mean numerical response = 2.7 Standard deviation = 1.7

Comment(s):

1. Principals perceive their teachers valuing the consultant function of assisting them in developing new learning experiences for children that help transfer skills and knowledge acquired from the S-APA program to their reading, language arts, math, and social studies experiences as being rather important, but not very important.

Analysis of the data by states finds:

Table 135:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pa. Principals	7	30	4	17	4	17	1	4	1	4	3	13	0	0
N.Y. Principals	5	22	3	13	8	35	1	4	1	4	1	4	0	0
All Principals	12	26	7	15	12	26	2	4	2	4	4	8	0	0

	Mean	S.D.
Pennsylvania Principals	2.5	1.7
New York Principals	3.2	1.8

Comment(s):

1. Pennsylvania principals notice their teachers prizing this consultant activity more highly than New York principals.

Scrutinization of the data by school-types finds:

Table 136:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pilot School Principals	5	23	3	14	8	36	3	14	4	18	4	18	2	9
Demo School Principals	9	45	4	20	5	25	0	0	2	10	0	0	0	0
All Principals	14	34	7	17	13	30	3	7	6	12	4	8	2	4

	Mean	S.D.
Pilot School Principals	3.5	1.8
Demo School Principals	2.1	1.3

Comment(s):

1. Demo school principals see their teachers judging this consultant service more important than pilot school principals.

Question II-21

When the principals were asked, "Do you think the teachers believe that a consultant can be more effective in the classroom working cooperatively with teachers and students or more effective in the conference room discussing the program with the teacher?", they responded on the following continuum:

1 2 3 4 5 6 7

Believe consultant more effective in classroom	Believe consultant more effective away from classroom

Mean numerical response = 2.6

Standard deviation = 1.6

Comment(s):

1. The data tend to reflect that principals perceive their teachers favoring the notion of consultants being more effective working cooperatively with them in the classroom than in the conference or teachers' room.

Looking at the data by states finds:

Table 137:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pa. Principals	7	30	6	26	1	4	4	17	0	0	2	9	0	0
N.Y. Principals	4	17	7	30	0	0	5	22	3	13	4	17	0	0
All Principals	11	24	13	28	1	2	9	20	3	7	6	13	0	0

	Mean	S.D.
Pennsylvania Principals	2.3	1.5
New York Principals	3.4	1.8

Comment(s):

1. Pennsylvania principals discern their teachers assessing higher the consultant working in the classroom as being more effective than discussing the program in the conference or teachers' room, when compared to New York principals.

Examination of the data by school-types finds:

Table 138:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pilot School Principals	4	18	8	36	0	0	5	23	2	9	3	14	0	0
Demo School Principals	7	35	5	25	1	5	4	20	1	5	2	10	0	0
All Principals	11	26	13	31	1	2	9	22	3	7	5	12	0	0

	Mean	S.D.
Pilot School Principals	3.2	1.8
Demo School Principals	2.7	1.7

Comment(s):

1. Demo school principals, when compared to pilot school principals, observe their teachers regarding higher the consultant working in the classroom as being more effective than discussing the program in the conference or teachers' room.

Question II-22

When the principals were asked, "Do you think the teachers believe that a consultant's time is used more effectively when the teachers are teaching S-APA or when they are not teaching S-APA on the day he is working in their school?", their responses were recorded on the following continuum:

1	2	3	4	5	6	7
More effective when teaching S-APA						More effective when not teaching S-APA

Mean numerical response = 2.3

Standard deviation = 1.6

Comment(s):

1. The data indicate that principals perceive their teachers believing a consultant's time is used more effectively when they are teaching S-APA on the day he is working in their school.

Inspection of the data by states finds:

Table 139:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pa. Principals	10	43	5	22	0	0	3	13	1	4	1	4	0	0
N.Y. Principals	8	35	6	26	4	17	3	13	1	4	1	4	0	0
All Principals	18	39	11	24	4	8	6	13	2	4	2	4	0	0

	Mean	S.D.
Pennsylvania Principals	2.1	1.6
New York Principals	2.4	1.4

Comment(s):

1. Pennsylvania principals, when compared to their New York counterparts, notice their teachers favoring more the greater effectiveness of consultant utilization, while they are teaching S-APA on the day he is working in their school.

Examination of the data by school-types finds:

Table 140:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pilot School Principals	6	27	6	27	4	18	4	18	1	5	1	5	0	0
Demo School Principals	12	60	5	25	0	0	1	5	1	5	1	5	0	0
All Principals	18	44	11	26	4	9	5	12	2	5	2	5	0	0

	Mean	S.D.
Pilot School Principals	2.6	1.4
Demo School Principals	1.9	1.5

Comment(s):

1. Demo school principals, when compared to pilot school principals, see their teachers believing to a greater degree that more effecient utilization of a consultant can be accomplished, while they are teaching S-APA on the day he is visiting in their school.

Question II-23

When the principals were asked, "Do you think the teachers believe it is beneficial to the students for the consultant to occasionally "team up" with the teacher so that the class is taught by teacher and the consultant during a lesson?", they responded on the following continuum:

1	2	3	4	5	6	7
They believe this very beneficial						They believe this not beneficial

Mean numerical response = 2.5   Standard deviation = 1.4

Comment(s):

1. The data reveal that principals perceive their teachers believing it to be rather beneficial to students, when the consultant occasionally "teams up" with the teacher so that the class is taught by both the teacher and consultant.

Analysis of the data by states finds:

Table 141:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pa. Principals	8	35	5	22	4	17	2	9	1	4	0	0	0	0
N.Y. Principals	4	17	7	30	3	13	5	22	3	13	1	4	0	0
All Principals	12	26	12	26	7	16	7	16	4	9	1	2	0	0

	Mean	S.D.
Pennsylvania Principals	2.0	1.1
New York Principals	3.0	1.5

Comment(s):

1. Pennsylvania principals, when compared to their New York principals, observe their teachers believing to a greater degree that a team teaching effort is very beneficial to students.

Scrutinization of the data by school-types finds:

Table 142:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pilot School Principals	3	14	6	27	9	41	5	23	3	14	2	9	1	5
Demo School Principals	10	50	6	30	0	0	3	15	1	5	0	0	0	0
All Principals	13	32	12	28	9	20	8	19	4	9	2	5	1	2

	Mean	S.D.
Pilot School Principals	3.1	1.3
Demo School Principals	1.9	1.3

Comment(s):

1. Demo school principals, when compared to pilot school principals, notice their teachers favoring much more the concept of consultant-teacher team effort and its positive benefits of students.

In closing, the following compendium provides a general synthesis of principals' perceptions of how their teachers assess the need for all the stated consultant services. For interpretation of the code numbers, please refer to the next page:

Summarized Consultant Services, Functions or Activities

Code No.

7 Have consultant service available on a regular basis when implementing an innovative curriculum.

8 Answer specific questions about the description of lessons that are contained in the teachers' text.

9 Answer questions about equipment, obtain equipment, repair or replace equipment, set up equipment.

10 Demonstrate S-APA instruction for teachers, using small groups of students or a teacher's total class.

11 Measure student achievement to insure that the curriculum does promote the desired student educational development.

12 Observe the classroom teacher while she teaches a lesson from the curriculum, then describe and constructively discuss the teacher's performance in a conference immediately following the lesson.

13 Interpret the program to various administrators, parents, PTA, school visitors, etc., in your school district.

14 Work with a small group of children in the classroom to evaluate the effectiveness of a specific lesson from the curriculum (evaluate the curriculum itself)

15 Assist the teacher to set quantity and quality goals for the amount of the curriculum to be taught in a school year.

16 Assist the teacher in modifying lessons in the curriculum to best fit the needs of the children in that classroom.

17 Meet with teachers on a grade level basis after school or during planning periods to supply continuing inservice experiences in the new curriculum.

18 Answer teacher questions about the general subject matter (science questions).

19 Assist the teacher to employ teaching techniques and classroom management strategies that foster regular, active student interaction with the materials of the curriculum.

20 Assist teachers in developing new learning experiences for children that help transfer skills and knowledge acquired from the new curriculum to their reading, language arts, math, and social studies experiences.

21 Is more effective in the classroom working cooperatively with teacher and students or more effective in the conference room discussing the program with the teacher.

22 Is more effective when the teachers are teaching S-APA or when they are not teaching S-APA on the day of his visit.

23 Is more beneficial to the students for the consultant to occasionally "team up" with the teacher so that the class is taught by the teacher and the consultant during a lesson.

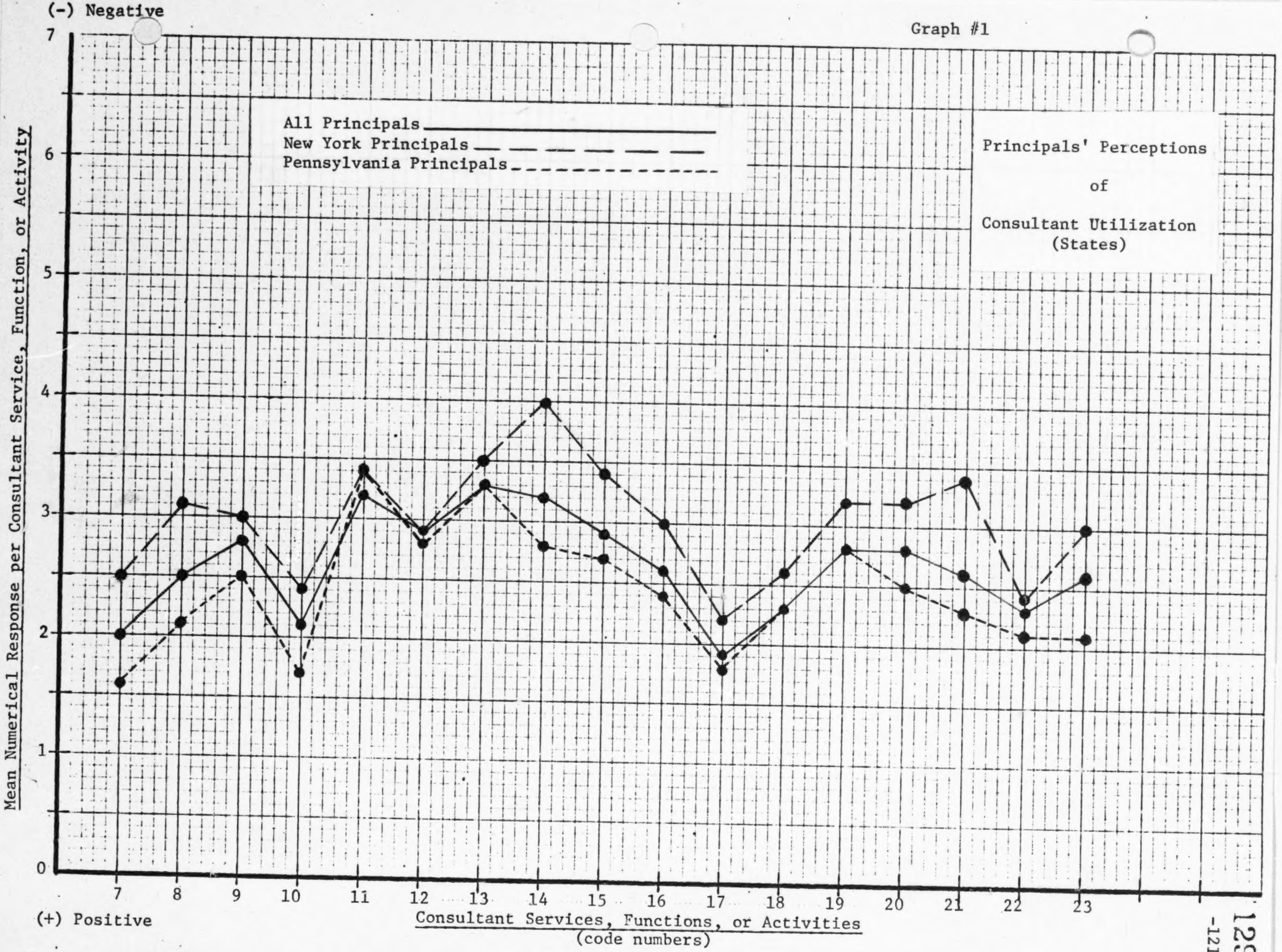
Table 143:

Consultant Service (Code No's.)	Mean Numerical Response				
	All Principals	Penna. Principals	New York Principals	Pilot Principals	Demo Principals
7	2.0	1.6	2.5	2.6	1.6
8	2.5	2.1	3.1	2.5	2.9
9	2.8	2.5	3.0	2.6	3.0
10	2.1	1.7	2.4	2.3	1.8
11	3.2	3.4	3.4	3.7	3.1
12	2.9	2.8	2.9	3.4	2.3
13	3.3	3.3	3.5	3.7	3.2
14	3.2	2.8	4.0	4.1	2.7
15	2.9	2.7	3.4	3.5	2.7
16	2.6	2.4	3.0	3.3	2.1
17	1.9	1.8	2.2	2.5	1.6
18	2.3	2.3	2.6	2.6	2.3
19	2.8	2.8	3.2	3.6	2.3
20	2.8	2.5	3.2	3.5	2.1
21	2.6	2.3	3.4	3.2	2.7
22	2.3	2.1	2.4	2.6	1.9
23	2.6	2.1	3.0	3.1	1.9

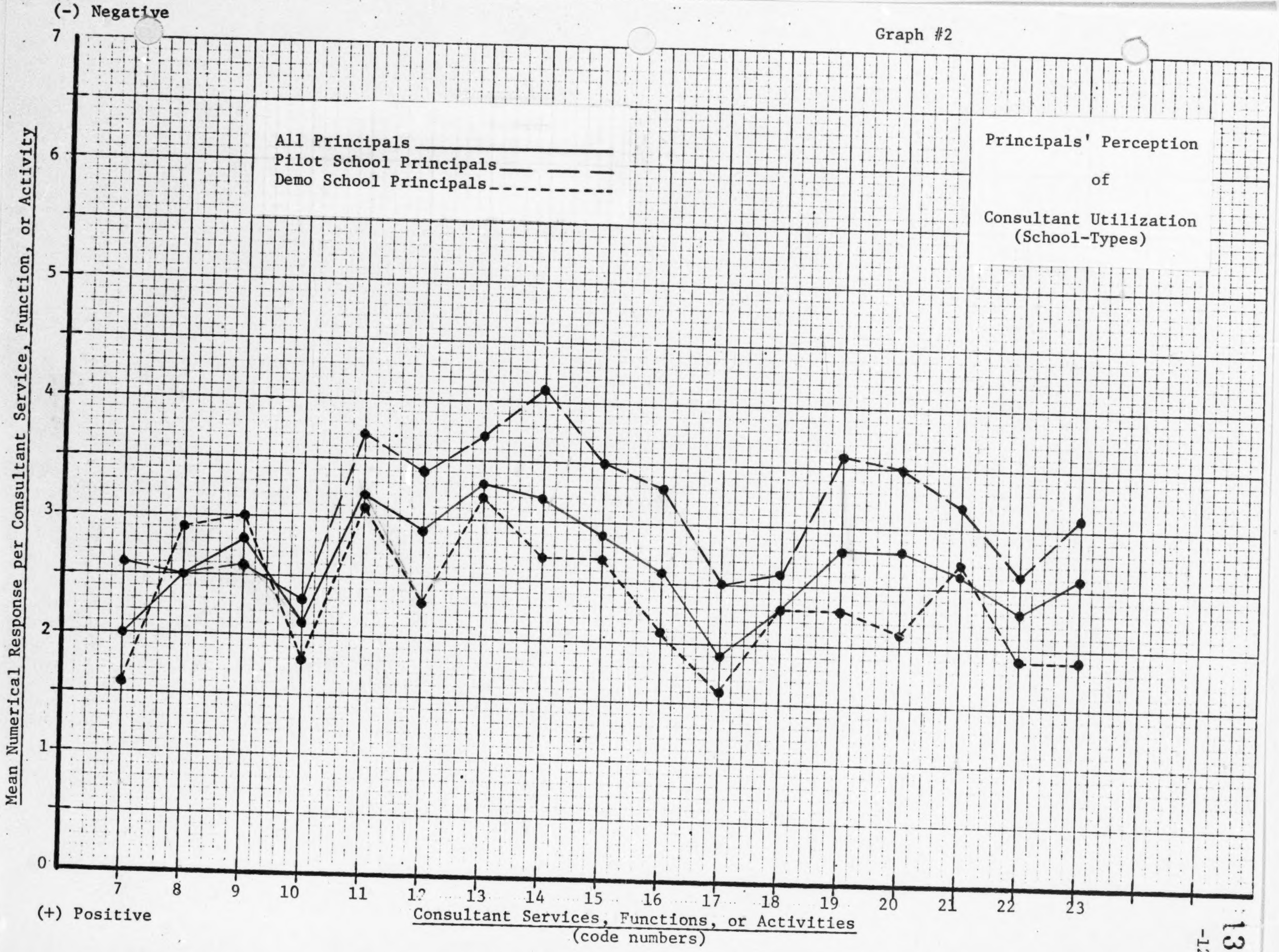
	Code Numbers				
	All Principals	Pa. Principals	N.Y. Principals	Pilot Principals	Demo Principals
Most Important	17	7	17	10	7, 17
Least Important	13	11	14	14	13

Graph No.1 and Graph No.2 have been included for general overview purposes and rapid scrutinization.

Graph #1


Principals' Perceptions of Consultant Utilization (States)

Graph #2



(-) Negative
(+) Positive
Mean Numerical Response per Consultant Service, Function, or Activity
7
6
5
4
3
2
1
0
All Principals
Pilot School Principals
Demo School Principals
Principals' Perception of Consultant Utilization (School-Types)
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
Consultant Services, Functions, or Activities
(code numbers)

Part III

"Consultants' Perceptions of Consultant Utilization"

During a "follow-up" meeting of the Regional Action Network held at the Airport Inn, North Syracuse, New York, on November 14-15, 1969, the enclosed document (see: Appendix) entitled "Consultant's Perception of Teacher Preferences for the Utilization of External Consultant Service" was administered to the forty-one active school-allocated consultants. The consultants and their elementary schools are distributed geographically throughout the states of Pennsylvania and New York. These schools are a part of the Eastern Regional Institute for Education's (ERIE) network of pilot and demonstration schools. The schools, their locations, and ERIE code numbers are as follows:

Pilot Schools

Code Number	School	Location
01	F. S. Banford School	Canton, N. Y.
02	Cedar Road School	E. Northport, N. Y.
03	Cortland Campus School	Cortland, N. Y.
04	Maple School	Williamsville, N. Y.
05	Nathaniel Rochester School #3	Rochester, N. Y.
06	Gen. E. S. Otis School #30	Rochester, N. Y.
07	C. C. Ring School	Jamestown, N. Y.
08	Rosedale School	White Plains, N. Y.
09	Calvin Smith School	Painted Post, N. Y.
10	Ticonderoga School	Ticonderoga, N. Y.
11	Trumansburg School	Trumansburg, N. Y.
12	Westmere School	Albany, N. Y.
15	Blessed Sacrament School	Syracuse, N. Y.
20	J. Henry Cochran School	Williamsport, N. Y.
21	Fairview School	Fairview, Penna.
22	Wellsboro School	Wellsboro, Penna.
23	Abraham Lincoln School	Pittsburgh, Penna.
24	Overlook School	Pittsburgh, Penna.
25	Shannock Valley School	Rural Valley, Penna.
26	Washington School	Shamokin, Penna.
29	St. Cyril of Alexandria	Pittsburgh, Penna.

Demonstration Schools

Code Number	School	Location
30	Campbell Central School	Campbell, N. Y.
31	Clinton School	Clinton, N. Y.
32	G. Berton Davis School	Malone, N. Y.
33	Friendship Central School	Friendship, N. Y.
34	Gardiners Avenue School	Levittown, N. Y.
35	Groton School	Groton, N. Y.
36	Hancock School	Hancock, N. Y.
37	John Kennedy School	Batavia, N. Y.
38	North Hill School	Cheektowaga, N. Y.
39	Onondaga Hill School	Syracuse, N. Y.
40	Park View School	Kings Park, N. Y.
41	Paulding School	Tarrytown, N. Y.
42	Scotchtown Avenue School	Goshen, N. Y.
43	Sherman-Massey School	Watertown, N. Y.
44	Sloatsburg School	Sloatsburg, N. Y.
45	Stevens School	Scotia, N. Y.
46	Watkins Glen School	Watkins Glen, N. Y.
50	Ben Avon School	Pittsburgh, Penna.
51	Boalsburg School	State College, Penna.
52	Brighton Township School	Beaver, Penna.
53	Hamilton School	Carlisle, Penna.
54	Hoffman Avenue School	Windber, Penna.
55	Inglewood School	Lansdale, Penna.
56	Johnsville School	Warminster, Penna.
57	Lamar Township School	Mill Hall, Penna.
58	Lionville School	Downingtown, Penna.
59	Norwood School	Norwood, Penna.
60	Roosevelt School	Media, Penna.
61	Smethport School	Smethport, Penna.
62	Dr. Edward Tracy School	Easton, Penna.
63	White Oak School	McKeesport, Penna.
64	Woodward School	Lock Haven, Penna.

The consultants are presently full time teachers of science, science education or elementary education at colleges or universities in the states of Pennsylvania and New York. The consultants, their schools and locations are as follows.

Adelman, Adrien, Jr.
State University College
329 Cassidy, 1300 Elmwood
Buffalo, New York 14208

Bellucci, Joseph T.
Instructor of Education
Wilkes College
Wilkes-Barre, Penna. 18073

Burkhouse, Barbara J. (Miss)
Marywood College
Department of Education
Scranton, Penna. 18509

Cooper, Dale E.
Lock Haven State College
Ulmer Hall, LHSC
Lock Haven, Penna. 17745

Chiappetta, Eugene L.
Syracuse University
410 Lyman Hall
Syracuse, New York 13210

Currie, James F.
Assoc. Prof. of Education
Duquesne University
Pittsburgh, Penna. 15219

Felix, Donald
Williamsville Central School
1500 Maple Road
Williamsville, New York 14221

Fisk, G. Raymond
Professor
State University College
Cortland, New York 13045

Fitzgibbons, Thomas
Education Department
Keuka College
Keuka Park, New York 14478

Giles, Lester A.
Associate Professor
Wilson College
Chambersburg, Penna. 17201

Glenzer, John, Instructor
State University College
Old Main
Fredonia, New York

Gorman, Colleen M. (Miss)
Assoc. Prof. of Chemistry
Keuka College
Keuka Park, New York 14478

Gray, Frank
Assistant Professor
Briarcliff College
Briarcliff Manor, New York 1051

Inventasch, Harvey
Associate Professor
State University College
Cortland, New York 13045

Jamison, M. Raymond, Asst. Prof.
Lycoming College
Box 68
Williamsport, Penna. 17701

Larson, Ronald A., Asst. Prof.
Edinboro State College
Room 225 Electronics Bldg.
Edinboro, Penna. 16412

Lazzaro, Anthony
Assoc. Professor of Science
California State College
California, Penna. 15419

Libra, Peter P., Asst. Prof.
Mercyhurst College
501 E. 38th Street
Erie, Penna. 16501

Litvack, Howard
Instructor
Adelphi University
Garden City, New York 11040

McBride, Richard E.
State University College
Main Building 200A
New Paltz, New York 12561

McGrath, John F.
Assoc. Prof. of Physical Sci.
College of St. Rose
Albany, New York

McIlwaine, William
Professor of Science
Millersville State College
Millersville, Penna. 17551

MacBeth, Douglas R.
Gwynedd-Mercy College
Science Department
Gwynedd Valley, Penna. 19437

Manske, Leland K.
Associate Professor
State University College
Potsdam, New York 13676

Mason, Richard F.
Associate Professor
Mansfield State College
Mansfield, Penna. 16933

Notkin, Jerome J.
Hofstra University
Director of Science & Math
Hempstead, New York 11550

Overheim, Daniel
Associate Professor
Edinboro State College
Edinboro, Penna. 16412

Ransom, Wayne
Assist. Prof. of Science
Temple University
Philadelphia, Penna. 19122

Russ, Donald G.
Assistant Professor
State University College
Oneonta, New York 13820

Shofestall, James D.
Clarion State College
Physics Department
Clarion, Pennsylvania 16214

Torop, William
St. Joseph's College
City Avenue at 54th Street
Philadelphia, Penna. 19131

Trexler, Clarence R.
287 Larch Avenue
Bogota, New Jersey 07603

Uricchio, William A.
Carlow College
3333 Fifth Avenue
Pittsburgh, Penna. 15213

Waechter, Richard F.
Professor of Biology
Indiana University of Penna.
Indiana, Penna. 15701

Watson, Ralph
Cazenovia College
Dept. of Natural Sciences
Cazenovia, New York 13035

Widick, Paul R.
Associate Professor
West Chester State College
West Chester, Penna. 19380

Ziegler, Robert E.
Associate Professor
Elizabethtown College
Elizabethtown, Penna. 17022

The primary aim of this questionnaire was to ascertain the consultants' perceptions of how important a given consultant function, service or activity is, in the minds of the teachers. The collected data have their foundations in the responses to the items on the questionnaire. As in any questionnaire-data gathering endeavor, many of the items are not answered or scored, such is the case here.

The data represent a summary of the consultants' responses to the questions asked, signified by their mean numerical response on a one to seven continuum. The data have also been tabulated under the following six categories:

	Number of Consultant Sites
1. State Where Consultant School is Located	
a. Pennsylvania consultants	22
b. New York consultants	31
2. Type of School Where Consultant Works	
a. Pilot school consultants	24
b. Demonstration school consultants	29
3. Number of Teachers with Which A Consultant Works	
a. One to five teachers	9
b. Six to ten teachers	23
c. Eleven to fifteen teachers	16
d. Sixteen-plus teachers	5
4. Degree Status of Consultant	
a. Doctorate	11
b. No doctorate	42

	Number of Consultant Sites
5. Academic Rank of Consultant	
a. Instructor	7
b. Assistant Professor	11
c. Associate Professor	17
d. Full Professor	8
e. ERIE Staff	10
6. Teaching Speciality of Consultant	
a. Science teacher	19
b. Science Methods teacher	19
c. Elementary Methods teacher	15

Question III-7

When the consultants were asked, "How important is it to the teachers to have consultant service available on a regular basis when they are implementing an innovative curriculum in their own classroom?", they responded on the following continuum:

1	2	3	4	5	6	7
Feel consultant service extremely necessary						Feel no need for any consultant service

Mean numerical response = 2.5 Standard deviation = 1.2

Comment(s):

1. Consultants perceive their teachers valuing the availability of consultant on a regular basis when they are implementing an innovative curriculum as rather necessary, but not extremely necessary.

Looking at the data by states finds:

Table 144:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pennsylvania Consultants	4	16	10	41	5	20	3	12	1	4	1	4	0	0
New York Consultants	6	19	8	25	10	32	5	16	1	3	1	3	0	0
All Consultants	10	18	18	32	15	27	8	14	2	3	2	3	0	0

	Mean	S.D.
Pennsylvania Consultants	2.4	1.1
New York Consultants	2.7	1.2

Comment(s):

1. Pennsylvania consultants discern their teachers deeming consultant service on a regular basis slightly more necessary than New York consultants.

Inspection of the data by school-types finds:

Table 145:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pilot School Consultants	4	16	4	16	8	33	5	20	1	4	2	8	0	0
Demo School Consultants	6	19	14	45	7	22	3	9	1	3	0	0	0	0
All Consultants	10	18	18	32	15	27	8	14	2	3	2	3	0	0

	Mean	S.D.
Pilot School Consultants	2.8	1.3
Demo School Consultants	2.4	1.0

Comment(s):

1. Demo school consultants observe their teachers regarding consultant service on a regular basis slightly more necessary than pilot school consultants.

Examination of the data by the number of teachers with which a consultant works, finds:

Table 146:

No. of Teachers to Work With:	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
1 to 5	2	22	6	66	0	0	1	11	0	0	0	0	0	0
6 to 10	4	17	7	30	9	39	2	8	1	4	0	0	0	0
11 to 15	1	5	5	29	4	23	4	23	1	5	2	11	0	0
16 plus	3	50	0	0	2	33	1	16	0	0	0	0	0	0

	Mean	S.D.
One to five teachers	2.0	0.9
Six to ten teachers	2.5	1.0
Eleven to fifteen teachers	3.1	1.3
Sixteen-plus teachers	1.8	1.1

Comment(s):

1. Consultants working with 16 plus teachers notice their teachers assessing consultant service on a regular basis more necessary than the other groups.

2. Consultants working with one to five teachers see this consultant service to be the most important to their teachers, when considering all of those presented.

3. Of all the consultant functions mentioned, this is the one consultants working with 16 plus teachers rated as being the most important in the "eyes" of their teachers.

Analysis of the data by degree status of consultants finds:

Table 147:

Degree Status	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Doctorate	2	18	7	64	1	9	1	9	0	0	0	0	0	0
No Doctorate	8	18	11	25	14	32	7	16	2	5	2	5	0	0

	Mean	S.D.
Doctorate	2.1	0.8
No Doctorate	2.7	1.2

Comment(s):

1. Consultants with a doctorate discern their teachers valuing consultant service on a regular basis more necessary than those without a doctorate.

Scrutinization of the data by academic rank of the consultant finds:

Table 148:

Academic Rank	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Instructor	1	14	2	28	3	42	0	0	1	14	0	0	0	0
Assistant Professor	2	18	1	9	6	54	2	18	0	0	0	0	0	0
Associate Professor	4	23	9	52	1	5	2	11	1	5	0	0	0	0
Full Professor	1	13	6	75	0	0	1	12	0	0	0	0	0	0
ERIE Staff	2	20	0	0	5	50	2	20	0	0	1	10	0	0

	Mean	S.D.
Instructor	2.7	1.3
Assistant Professor	2.7	1.0
Associate Professor	2.2	1.1
Full Professor	2.1	0.8
ERIE Staff	3.1	1.5

Comment(s):

1. Full professors notice their teachers regarding consultant service on a regular basis as being slightly more necessary than consultants in the other groups.

Probing the data by teaching speciality of the consultant finds:

Table 149:

Type of Teacher	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Science	3	15	5	26	7	36	3	15	1	5	0	0	0	0
Science Methods	4	21	7	36	5	26	2	10	0	0	1	5	0	0
Elementary Methods	3	17	6	35	3	17	3	17	1	5	1	5	0	0

	Mean	S.D.
Science Teacher	2.7	1.1
Science Methods Teacher	2.5	1.3
Elementary Methods Teacher	2.5	1.2

Comment(s):

1. Both science methods and elementary methods professors perceive their teachers deeming consultant service on a regular basis slightly more necessary than science professors.

Question III-8

When the consultants were asked, "How important is it to the teachers to have a consultant available to answer specific questions about the descriptions of lessons that are contained in the teachers text (syllabus)?", they responded on the following continuum:

1 2 3 4 5 6 7

Very important Unimportant

Mean numerical response = 2.5 Standard deviation = 1.2

Comment(s):

1. Consultants discern their teachers deeming the availability of a consultant present to answer specific questions about the description of lessons that are contained in the syllabus as rather important, but not extremely important.

Looking at the data by states finds:

Table 150:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pennsylvania Consultants	5	20	10	41	3	12	2	8	2	8	2	8	0	0
New York Consultants	5	16	13	41	7	22	4	12	2	6	0	0	0	0
All Consultants	10	18	23	41	10	18	6	10	4	7	2	3	0	0

	Mean	S.D.
Pennsylvania Consultants	2.4	1.3
New York Consultants	2.5	1.1

Comment(s):

1. Pennsylvania consultants perceive their teachers valuing this consultant activity more important than their New York counterparts.

Inspection of the data by school-types finds:

Table 151:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pilot School Consultants	3	12	10	41	4	16	3	12	2	8	2	8	0	0
Demo School Consultants	7	22	13	41	6	19	3	9	2	6	0	0	0	0
All Consultants	10	18	23	41	10	18	6	10	4	7	2	3	0	0

	Mean	S.D.
Pilot School Consultants	2.7	1.4
Demo School Consultants	2.3	1.0

Comment(s):

1. Demo school consultants observe their teachers regarding this consultant function as being more important than do pilot school consultants.

Examination of the data by the number of teachers with which a consultant works, finds:

Table 152:

No. of Teachers to Work With:	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
1 to 5	2	22	4	44	1	11	1	11	1	11	0	0	0	0
6 to 10	4	17	11	47	5	21	2	8	1	4	0	0	0	0
11 to 15	3	17	5	29	4	23	2	11	1	5	2	11	0	0
16 plus	1	16	3	50	0	0	1	16	1	16	0	0	0	0

	Mean	S.D.
One to five teachers	2.4	1.3
Six to ten teachers	2.3	1.0
Eleven to fifteen teachers	2.8	1.4
Sixteen-plus teachers	2.2	1.1

Comment(s):

1. Consultants working with 16 plus teachers notice their teachers assessing this consultant service as being more important than the other three groups.

2. Consultants working with six to 10 teachers see this consultant activity to be one of the most important to their teachers, when considering all of those presented.

Analysis of the data by degree status of consultants finds:

Table 153:

Degree Status	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Doctorate	4	36	5	45	2	19	0	0	0	0	0	0	0	0
No Doctorate	7	16	17	39	8	18	6	14	4	9	2	5	0	0

	Mean	S.D.
Doctorate	1.8	0.8
No Doctorate	2.6	1.2

Comment(s):

1. Consultants with a doctorate discern their teachers valuing this consultant function more important than those without a doctorate.

2. Of all the consultant activities mentioned, this is the one consultants with a doctorate rated as being one of the most important in the "eyes" of their teachers.

Scrutinization of the data by academic rank of the consultant finds:

Table 154:

Academic Rank	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Instructor	0	0	2	28	2	28	2	28	0	0	1	14	0	0
Assistant Professor	1	9	5	45	4	36	1	9	0	0	0	0	0	0
Associate Professor	6	35	8	47	2	11	0	0	1	5	0	0	0	0
Full Professor	2	25	4	50	0	0	1	13	1	12	0	0	0	0
ERIE Staff	1	10	4	40	2	20	2	20	1	10	0	0	0	0

	Mean	S.D.
Instructor	3.4	1.4
Assistant Professor	2.5	0.8
Associate Professor	1.9	1.0
Full Professor	2.4	1.4
ERIE Staff	2.8	1.2

Comment(s):

1. Associate professors feel their teachers regard this consultant activity as being more important than consultants of any other academic rank.

Probing the data by teaching speciality of the consultant finds:

Table 155;

Type of Teacher	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Science	4	21	7	36	4	21	1	5	3	15	0	0	0	0
Science Methods	4	21	10	52	3	15	2	10	0	0	0	0	0	0
Elementary Methods	2	11	6	35	3	17	3	17	1	5	2	11	0	0

	Mean	S.D.
Science Teacher	2.6	1.4
Science Methods Teacher	2.2	0.9
Elementary Methods Teacher	2.7	1.3

Comment(s):

1. Science methods professors perceive their teachers deeming this consultant service more important than the other two groups of consultants.

Question III-9

When the consultants were asked, "How important is it to the teachers to have a consultant available to answer questions about equipment, obtain equipment, repair or replace equipment, set up equipment?", their responses were recorded on the following continuum:

1 2 3 4 5 6 7

Very important Unimportant

Mean numerical response = 2.3 Standard deviation = 1.0

Comment(s):

1. Consultants perceive their teachers valuing the availability of having a consultant present to answer questions about equipment, obtain equipment, repair or replace equipment, and set up equipment as rather important, but not extremely important

Looking at the data by states finds:

Table 156:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pennsylvania Consultants	7	29	8	33	4	16	2	8	3	12	0	0	0	0
New York Consultants	5	16	15	48	9	30	2	6	0	0	0	0	0	0
All Consultants	12	21	23	41	13	23	4	7	3	5	0	0	0	0

	Mean	S.D.
Pennsylvania Consultants	2.3	1.3
New York Consultants	2.3	0.8

Comment(s):

1. Both Pennsylvania and New York consultants discern their teachers deeming this consultant function as being rather important, but not very important.

Inspection of the data by school-types finds:

Table 157 :

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pilot School Consultants	5	20	10	41	6	25	2	8	1	4	0	0	0	0
Demo School Consultants	7	22	13	41	7	22	2	6	2	6	0	0	0	0
All Consultants	12	21	23	41	13	23	4	7	3	5	0	0	0	0

	Mean	S.D.
Pilot School Consultants	2.2	0.9
Demo School Consultants	2.3	1.1

Comment(s):

1. Pilot school consultants observe their teachers regarding this consultant activity as being slightly more important than do Demo school consultants.

Examination of the data by the number of teachers with which a consultant works, finds:

Table 158 :

No. of Teachers to Work With:	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
1 to 5	2	22	5	55	1	11	1	11	0	0	0	0	0	0
6 to 10	5	21	8	34	7	30	1	4	2	8	0	0	0	0
11 to 15	5	29	6	35	4	23	1	5	1	5	0	0	0	0
16 plus	0	0	4	66	1	16	1	16	0	0	0	0	0	0

	Mean	S.D.
One of five teachers	2.1	0.9
Six to ten teachers	2.4	1.2
Eleven to fifteen teachers	2.1	0.9
Sixteen-plus teachers	2.6	0.9

Comment(s):

1. Consultants working with one to five teachers and those working with 11 to 15 teachers notice their teachers assessing this consultant service more important than the other two groups.

2. Consultants working with 11 to 15 teachers see this consultant activity to be one of the most important to their teachers, when considering all of those presented.

Analysis of the data by degree status of consultants finds:

Table 159:

Degree Status	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Doctorate	2	18	8	73	1	9	0	0	0	0	0	0	0	0
No Doctorate	10	23	15	34	12	27	4	9	3	7	0	0	0	0

	Mean	S.D.
Doctorate	1.9	0.5
No Doctorate	2.4	1.1

Comment(s):

1. Consultants with a doctorate discern their teachers valuing this consultant activity as being more important than those without a doctorate.

Scrutinization of the data by academic rank of the consultant finds:

Table 160:

Academic Rank	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Instructor	1	14	3	42	2	28	1	14	0	0	0	0	0	0
Assistant Professor	2	18	5	45	0	0	2	18	2	18	0	0	0	0
Associate Professor	4	23	10	58	2	11	1	5	0	0	0	0	0	0
Full Professor	2	25	3	37	3	37	0	0	0	0	0	0	0	0
ERIE Staff	3	30	1	10	6	60	0	0	0	0	0	0	0	0

	Mean	S.D.
Instructor	2.4	0.9
Assistant Professor	2.7	1.5
Associate Professor	2.0	0.8
Full Professor	2.1	0.8
ERIE Staff	2.3	0.9

Comment(s):

1. Associate professors notice their teachers regarding this consultant service as being slightly more important than consultants in the other four groups.

2. Of all the functions mentioned, this is one that instructors rated as being the most important in the "eyes" of their teachers.

Probing the data by teaching speciality of the consultant finds:

Table 161:

Type of Teacher	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Science	3	15	8	42	6	31	2	10	0	0	0	0	0	0
Science Methods	7	36	7	36	4	21	0	0	1	5	0	0	0	0
Elementary Methods	2	11	8	47	3	17	2	11	2	11	0	0	0	0

	Mean	S.D.
Science Teachers	2.4	0.9
Science Methods Teachers	2.0	1.1
Elementary Methods Teachers	2.5	1.1

Comment(s):

1. Science methods professors perceive their teachers deeming this consultant service more important than the other two groups of consultants.

Question III-10

When the consultants were asked, "How important is it to the teachers to have a consultant available to demonstrate S-APA *instruction for teachers, using small groups of students or a teacher's total class?", they responded on the following continuum:*

1	2	3	4	5	6	7
Very important						Unimportant

Mean numerical response = 3.1 Standard deviation = 1.5

Comment(s):

1. Consultants perceive their teachers valuing the availability of having a consultant present to demonstrate S-APA instruction for them, using small groups of students or a teacher's total class as just important, but not very important.
2. It is interesting to observe that this consultant function was not among those receiving priority from the group.

Looking at the data by states finds:

Table 162:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pennsylvania Consultants	3	12	5	20	6	25	5	20	2	8	2	8	1	4
New York Consultants	3	9	10	32	9	29	5	16	3	9	0	0	1	3
All Consultants	6	10	15	27	15	27	10	18	5	9	2	3	2	3

	Mean	S.D.
Pennsylvania Consultants	3.2	1.6
New York Consultants	2.9	1.4

Comment(s):

1. New York consultants discern their teachers deeming this consultant activity as being more important than Pennsylvania consultants.

Inspection of the data by school-types finds:

Table 163:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pilot School Consultants	2	8	4	16	8	33	8	33	1	4	1	4	0	0
Demo School Consultants	4	12	11	35	7	22	2	6	4	12	1	3	2	6
All Consultants	6	10	15	27	15	27	10	18	5	9	2	3	2	3

	Mean	S.D.
Pilot School Consultants	3.1	1.2
Demo School Consultants	3.0	1.6

Comment(s):

1. Both pilot and demo school consultants observe their teachers regarding this consultant activity as being rather important, but not extremely important.

Examination of the data by the number of teachers with which a consultant works, finds:

Table 164:

Number of Teachers to Work With	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
1 to 5	1	11	3	33	3	33	0	0	1	11	1	11	0	0
6 to 10	3	13	8	34	5	21	2	8	3	13	0	0	2	8
11 to 15	1	5	3	17	6	35	5	29	1	5	1	5	0	0
16 plus	1	16	1	16	1	16	3	50	0	0	0	0	0	0

	Mean	S.D.
One to five teachers	3.0	1.6
Six to ten teachers	3.1	1.7
Eleven to fifteen teachers	3.1	1.0
Sixteen-plus teachers	2.8	1.3

Comment(s):

1. Consultants working with 16-plus teachers notice their teachers assessing this consultant service more important than the other three categories of consultants.

Analysis of the data by degree status of consultants finds:

Table 165:

Degree Status	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Doctorate	1	9	6	55	3	27	-	0	1	9	-	0	-	0
No Doctorate	5	11	9	20	12	27	10	23	4	9	2	5	2	5

	Mean	S.D.
Doctorate	2.5	1.0
No Doctorate	3.2	1.5

Comment(s):

1. Consultants with a doctorate discern their teachers valuing this consultant activity as being more important than those without a doctorate.

Scrutinization of the data by academic rank of the consultant finds:

Table

Table 166:

Academic Rank	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	7	%	8	%
Instructor	1	14	0	0	3	42	1	14	1	14	0	0	0	0
Assistant Professor	1	9	3	27	2	18	2	18	2	18	0	0	1	9
Associate Professor	2	11	5	29	6	35	3	17	0	0	0	0	1	5
Full Professor	0	0	4	50	2	25	1	12	0	0	1	13	0	0
ERIE Staff	2	20	3	30	2	20	2	20	1	10	0	0	0	0

	Mean	S.D.
Instructor	3.4	1.4
Assistant Professor	3.5	1.8
Associate Professor	2.9	1.4
Full Professor	3.0	1.4
ERIE Staff	2.7	1.3

Comment(s):

1. ERIE staff associates notice their teachers regarding this consultant service more important than the other four groups of RAN professors.

Probing the data by teaching specialty of the consultant finds:

Table 167:

Type of Teacher	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Science	0	0	5	26	5	26	5	26	2	10	1	5	1	5
Science Methods	3	15	7	36	5	26	2	10	2	10	0	0	0	0
Elementary Methods	3	18	3	18	5	31	3	18	1	6	1	6	0	0

	Mean	S.D.
Science Teachers	3.6	1.4
Science Methods Teachers	2.6	1.2
Elementary Methods Teachers	2.9	1.6

Comment(s):

1. Science methods professors perceive their teachers deeming this consultant service more important than the other two groups of professors.

Question III-11

When the consultants were asked, "How important is it to the teachers to have a consultant available to measure student achievement to insure that the curriculum does promote the desired student educational development?", they responded on the following continuum:

1	2	3	4	5	6	7
Very important						Unimportant

Mean numerical response = 4.1 Standard deviation = 1.6

Comment(s):

1. Consultants perceive their teachers valuing the availability of having a consultant present to measure student achievement to insure that the curriculum does promote the desired student educational development as being of passable importance.

Looking at the data by states finds:

Table 168:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pennsylvania Consultants	0	0	7	29	4	16	5	20	1	4	5	20	2	8
New York Consultants	1	3	3	9	7	22	4	12	8	25	6	19	2	6
All Consultants	1	1	10	11	11	20	9	16	9	16	11	20	4	9

	Mean	S.D.
Pennsylvania Consultants	3.7	1.6
New York Consultants	4.3	1.6

Comment(s):

1. Pennsylvania consultants discern their teachers deeming this consultant activity as being more important than New York consultants.

Inspection of the data by school-types finds:

Table 169:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pilot School Consultants	1	4	3	12	6	25	1	4	4	16	8	33	1	4
Demo School Consultants	0	0	7	22	5	16	8	25	5	16	3	9	3	9
All Consultants	1	1	10	18	11	20	9	16	9	16	11	20	4	7

	Mean	S.D.
Pilot School Consultants	4.1	1.6
Demo School Consultants	4.0	1.7

Comment(s):

1. Both pilot school and demo school consultants observe their teachers regarding this consultant activity as being of mediocre importance.

Examination of the data by the number of teachers with which a consultant work, finds:

Table 170:

Number of Teachers to Work With	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
1 to 5	0	0	3	33	1	11	2	22	2	22	0	0	1	11
6 to 10	0	0	4	14	5	17	5	17	4	14	3	10	2	7
11 to 15	1	5	2	11	4	23	2	11	3	17	4	23	1	5
16-plus	0	0	1	16	1	16	0	0	0	0	4	66	0	0

	Mean	S.D.
One to five teachers	3.8	1.7
Six to ten teachers	4.1	1.6
Eleven to fifteen teachers	4.0	1.6
Sixteen-plus teachers	4.6	1.9

Comment(s):

1. Consultants working with one to five teachers notice their teachers assessing this consultant function more important than the other three groups of professors.

2. When considering all of those presented, consultants working with 16 or more teachers see this consultant service to be the most unimportant to their teachers.

Analysis of the data by degree status of consultants finds:

Table 171:

Degree Status	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Doctorate	1	9	1	9	5	45	1	9	1	9	2	18	0	0
No Doctorate	0	0	9	20	6	14	8	18	8	18	9	20	4	9

	Mean	S.D.
Doctorate	3.5	1.5
No Doctorate	4.2	1.6

Comment(s):

1. Consultants with a doctorate discern their teachers valuing this consultant activity as being more important than those without a doctorate.

Scanning the data by academic rank of the consultant finds:

Table 172:

Academic Rank	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Instructor	0	0	1	14	1	14	1	14	0	0	3	42	1	14
Assistant Professor	0	0	2	18	2	18	4	36	1	9	1	9	1	9
Associate Professor	1	5	6	35	5	29	0	0	3	17	1	5	1	5
Full Professor	0	0	0	0	3	37	3	37	1	12	1	13	0	0
ERIE Staff	0	0	1	10	0	0	1	10	4	40	4	40	0	0

	Mean	S.D.
Instructor	4.9	1.9
Assistant Professor	4.0	1.6
Associate Professor	3.3	1.7
Full Professor	4.0	1.1
ERIE Staff	5.0	1.2

Comment(s):

1. Associate professors notice their teachers regarding this consultant service as being more important than the consultants in the other four groups.

2. Of all the consultant functions mentioned, this is the one that both instructors and ERIE staff associates rated as being the most unimportant in the "eyes" of their teachers.

Table 173:

Type of Teacher	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Science	0	0	2	10	3	15	4	20	6	30	3	15	1	5
Science Methods	1	5	5	26	4	21	3	15	2	10	4	21	0	0
Elementary Methods	0	0	3	17	4	23	2	11	1	5	4	23	3	17

	Mean	S.D.
Science Teachers	4.4	1.4
Science Methods Teachers	3.6	1.6
Elementary Methods Teachers	4.2	1.8

Comment(s):

1. Science methods professors perceive their teachers deeming this consultant service more important than the other two groups of consultants.

Question III-12

When the consultants were asked, "How important is it to the teachers to have a consultant available to observe the classroom teacher while she teaches a lesson from the curriculum, then describe and constructively discuss the teacher's performance in a conference immediately following the lesson?", their responses were recorded on the following continuum:

1	2	3	4	5	6	7
Very important						Unimportant

Mean numerical response = 3.3   Standard deviation = 1.6

Comment(s):

1. Consultants perceive their teachers valuing the availability of having a consultant present to observe them while they teach a lesson from the curriculum, then describe and constructively discuss their performance in a conference immediately following the lesson as being rather important; but not very important.

2. It is also interesting to observe that this consultant function was not among those receiving priority from the group.

Looking at the data by states finds:

Table 174:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pennsylvania Consultants	4	16	5	20	6	25	5	20	1	4	1	4	2	8
New York Consultants	4	12	4	12	8	25	6	19	3	9	6	19	0	0
All Consultants	8	14	9	16	14	25	11	20	4	7	7	12	2	3

	Mean	S.D.
Pennsylvania Consultants	2.8	1.4
New York Consultants	3.6	1.6

Comment(s)

1. Pennsylvania consultants discern their teachers deeming this consultant activity as being more important than New York consultants.

Inspection of the data by school-types finds:

Table 175:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pilot School Consultants	4	16	2	8	4	16	4	16	2	8	6	25	2	8
Demo School Consultants	4	12	7	22	10	32	7	22	2	6	1	3	0	0
All Consultants	8	14	9	16	14	25	11	20	4	7	7	12	2	3

	Mean	S.D.
Pilot School Consultants	3.8	1.8
Demo School Consultants	2.9	1.3

Comment(s):

1. Demo school consultants observe their teachers regarding this consultant activity more important than pilot school consultants.

Examination of the data by the number of teachers with which a consultant works, finds:

Table 176:

Number of Teachers to Work With	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
1 to 5	3	33	3	33	1	11	2	22	0	0	0	0	0	0
6 to 10	2	8	4	17	10	43	4	17	2	8	1	4	0	0
11 to 15	4	23	1	5	2	11	3	17	1	5	5	29	1	5
16-plus	0	0	0	0	1	15	2	31	1	15	1	15	1	15

	Mean	S.D.
One to five teachers	2.3	1.1
Six to ten teachers	3.1	1.2
Eleven to fifteen teachers	3.7	2.0
Sixteen-plus teachers	4.4	1.1

Comment(s):

1. Consultants working with one to five teachers notice their teachers assessing this consultant function more important than the other three groups of professors.

Analysis of the data by degree status of the consultants finds:

Table 177:

Degree Status	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Doctorate	4	36	2	18	2	18	3	27	0	0	0	0	0	0
No Doctorate	4	9	7	16	12	27	8	18	4	9	7	16	2	5

	Mean	S.D.
Doctorate	2.4	1.3
No Doctorate	3.5	1.6

Comment(s):

1. Consultants with a doctorate discern their teachers valuing this consultant activity as being more important than those without a doctorate.

Scrutinization of the data by academic rank of the consultants finds:

Table 178:

Academic Rank	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Instructor	1	14	0	0	2	28	2	28	1	14	1	14	0	0
Assistant Professor	1	9	1	9	5	45	2	18	1	9	1	9	0	0
Associate Professor	4	23	7	41	5	29	1	5	0	0	0	0	0	0
Full Professor	2	25	0	0	2	25	4	50	0	0	0	0	0	0
ERIE Staff	0	0	1	10	0	0	2	20	2	20	5	50	0	0

	Mean	S.D.
Instructor	3.7	1.6
Assistant Professor	3.4	1.4
Associate Professor	2.2	1.9
Full Professor	3.0	1.3
ERIE Staff	5.0	1.3

Comment(s):

1. Associate professors notice their teachers regarding this consultant service more important than the other four groups of consultants.

2. When considering all of those presented, ERIE staff associates see this consultant service to be the most unimportant to their teachers.

Probing the data by teaching specialty of the consultant finds:

Table 179:

Type of Teacher	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Science	2	10	4	21	5	26	5	26	1	5	2	10	0	0
Science Methods	4	21	3	15	4	21	4	21	1	5	3	15	0	0
Elementary Methods	2	11	2	11	5	29	2	11	2	11	2	11	2	11

	Mean	S.D.
Science Teachers	3.3	1.4
Science Methods Teachers	3.2	1.7
Elementary Methods Teachers	3.4	1.6

Comment(s):

1. Science methods professors perceive their teachers deeming this consultant service more important than the other two groups of professors.

Question III-13

When the consultants were asked, "How important is it to the teachers to have a consultant available to interpret the program to various administrators, parents, PTA, school visitors, etc., in your school district?", they responded on the following continuum:

1	2	3	4	5	6	7
Very important						Unimportant

Mean numerical response = 4.6 Standard deviation = 1.8

Comment(s):

1. Consultants perceive their teachers valuing the availability of having a consultant present to interpret the program to various administrators, parents, PTA, school visitors, etc., in their school districts as not really being important.
2. Of all the consultant activities mentioned, this is the one all consultants rated as being most unimportant in the "eyes" of their teachers.

Looking at the data by states finds:

Table 180:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pennsylvania Consultants	0	0	3	12	2	8	4	16	3	12	9	37	3	12
New York Consultants	3	9	2	6	6	19	4	12	4	12	6	19	6	19
All Consultants	3	5	5	9	8	14	8	14	7	12	15	27	9	16

	Mean	S.D.
Pennsylvania Consultants	4.8	1.6
New York Consultants	4.5	1.9

Comment(s):

1. New York consultants discern their teachers deeming this consultant activity as being more important than Pennsylvania consultants.

2. When considering all of those presented, both New York and Pennsylvania consultants see this consultant function to be the most unimportant among their teachers.

Inspection of the data by school-types finds:

Table 181:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pilot School Consultants	1	4	1	4	4	16	2	8	4	16	8	33	4	16
Demo School Consultants	2	6	4	12	4	12	6	19	3	9	7	22	5	16
All Consultants	3	5	5	9	8	14	8	14	7	12	15	27	9	16

	Mean	S.D.
Pilot School Consultants	4.9	1.7
Demo School Consultants	4.4	1.9

Comment(s):

1. Demo school consultants observe their teachers regarding this consultant service more important than pilot school consultants.

2. Of all the consultant functions mentioned, this is the one both pilot and demo school consultants rated as being the most unimportant in the "eyes" of their teachers.

Examination of the data by the number of teachers with which a consultant work, finds:

Table 182:

Number of Teachers to Work With	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
1 to 5	1	11	0	0	1	11	4	44	0	0	2	22	1	11
6 to 10	0	0	4	17	2	8	3	13	3	13	7	30	4	17
11 to 15	1	5	1	5	3	17	1	5	3	17	5	29	3	17
16-plus	1	16	0	0	2	33	0	0	1	16	1	16	1	16

	Mean	S.D.
One to five teachers	4.3	1.8
Six to ten teachers	4.8	1.8
Eleven to fifteen teachers	4.7	1.8
Sixteen-plus teachers	3.8	2.3

Comment(s):

1. Consultants working with 16-plus teachers notice their teachers assessing this consultant function more important than the other three groups of professors.

2. When considering all of those presented, all groups of consultants, except those with 16-plus teachers, see this consultant service to be the most unimportant to their teachers.

Analysis of the data by degree status of consultants finds:

Table 183:

Degree Status	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Doctorate	0	0	1	9	2	18	1	9	2	18	5	45	0	0
No Doctorate	3	7	4	9	6	14	7	16	5	11	10	23	9	20

	Mean	S.D.
Doctorate	4.7	1.5
No Doctorate	4.6	1.9

Comment(s):

1. Consultants without a doctorate discern their teachers valuing this consultant activity as being slightly more important than those without a doctorate.

2. When considering all of those presented, both professor with and without a doctorate rated this consultant function to be the most unimportant among their teachers.

Scanning the data by academic rank of the consultant finds:

Table 184:

Academic Rank	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Instructor	1	28	0	0	0	0	2	28	0	0	2	28	1	14
Assistant Professor	0	0	1	9	2	18	2	18	1	9	3	27	2	18
Associate Professor	0	0	3	17	3	17	3	17	3	17	2	11	3	17
Full Professor	0	0	0	0	2	25	1	12	2	25	3	37	0	0
ERIE Staff	1	10	1	10	1	10	0	0	1	10	4	40	2	20

	Mean	S.D.
Instructor	4.1	2.4
Assistant Professor	4.8	1.7
Associate Professor	4.4	1.8
Full Professor	4.8	1.3
ERIE Staff	4.9	2.1

Comment(s):

1. Instructors notice their teachers judging this consultant service as being more important than the professors in the other four groups.

2. Of all the consultant functions mentioned, this is one that assistant, associate and full professors rated as being the most unimportant in the "eyes" of their teachers.

Probing the data by teaching specialty of the consultant finds:

Table 185:

Type of Teacher	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Science	0	0	0	0	3	15	4	21	3	15	5	26	4	21
Science Methods	1	5	2	10	2	10	3	15	2	10	7	36	2	10
Elementary Methods	2	11	3	17	3	17	1	5	2	11	3	17	3	17

	Mean	S.D.
Science Teachers	5.2	1.4
Science Methods Teachers	4.7	1.8
Elementary Methods Teachers	3.8	2.1

Comment(s):

1. Elementary methods professors perceive their teachers deeming this consultant service much more important than the other two groups of consultants.

2. When considering all of those presented, both science and science methods professors see this consultant function to be the most unimportant among their teachers.

Question III-14

When the consultants were asked, "How important is it to the teachers to have a consultant available to work with a small group of children in the classroom to evaluate the effectiveness of a specific lesson from the curriculum?", their responses were recorded on the following continuum:

1	2	3	4	5	6	7
Very important						Unimportant

Mean numerical response = 3.9   Standard deviation = 1.5

Comment(s):

1. Consultants perceive their teachers valuing the availability of having a consultant present to work with a small group of children in the classroom to evaluate the effectiveness of a specific lesson from the curriculum as being of passable importance.

Looking at the data by states finds:

Table 186:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pennsylvania Consultants	0	0	2	8	5	20	4	16	5	16	5	16	3	12
New York Consultants	0	0	8	25	11	35	5	16	2	6	5	16	0	0
All Consultants	0	0	10	18	16	29	9	16	7	12	10	18	3	5

	Mean	S.D.
Pennsylvania Consultants	4.5	1.5
New York Consultants	3.5	1.3

Comment(s):

1. New York consultants discern their teachers deeming this consultant activity as being more important than Pennsylvania consultants.

Inspection of the data by school-types finds:

Table 187:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pilot School Consultants	0	0	5	20	5	20	4	16	3	12	6	25	1	4
Demo School Consultants	0	0	5	16	11	35	5	16	4	12	4	12	2	6
All Consultants	0	0	10	18	16	29	9	16	7	12	10	18	3	5

	Mean	S.D.
Pilot School Consultants	4.0	1.5
Demo School Consultants	3.8	1.5

Comment(s):

1. Demo school consultants observe their teachers judging this consultant activity more important than pilot school consultants.

Examination of the data by the number of teachers with which a consultant works, finds:

Table 188:

Number of Teachers to Work With	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
1 to 5	0	0	1	8	3	25	1	8	2	16	1	8	1	8
6 to 10	0	0	4	17	9	39	4	17	2	8	3	13	1	4
11 to 15	0	0	4	23	3	17	2	11	3	17	4	23	1	5
16-plus	0	0	1	16	1	16	2	33	0	0	2	33	0	0

	Mean	S.D.
One to five teachers	4.2	1.6
Six to ten teachers	3.7	1.5
Eleven to fifteen teachers	4.0	1.6
Sixteen-plus teachers	3.8	1.5

Comment(s):

1. Consultants working with six to ten teachers notice their teachers assessing this consultant function more important than the other three groups of professors.

Analysis of the data by degree status of the consultants finds:

Table 189:

Degree Status	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Doctorate	0	0	2	18	3	27	2	18	3	27	1	9	0	0
No Doctorate	0	0	8	18	13	30	7	16	4	9	9	20	3	7

	Mean	S.D.
Doctorate	3.8	1.3
No Doctorate	3.9	1.6

Comment(s):

1. Consultants with a doctorate discern their teachers valuing this consultant activity as being slightly more important than those without a doctorate.

Scrutinization of the data by academic rank of the consultants finds:

Table 190:

Academic Rank	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Instructor	0	0	0	0	3	42	0	0	0	0	4	57	0	0
Assistant Professor	0	0	2	18	3	27	3	27	0	0	1	9	2	18
Associate Professor	0	0	1	5	7	41	4	23	4	23	1	5	0	0
Full Professor	0	0	1	12	3	37	1	13	3	37	0	0	0	0
ERIE Staff	0	0	6	60	0	0	1	10	0	0	3	30	0	0

	Mean	S.D.
Instructor	4.7	1.6
Assistant Professor	4.1	1.8
Associate Professor	3.8	1.1
Full Professor	3.8	1.2
ERIE Staff	3.4	1.9

Comment(s):

1. ERIE staff associates notice their teachers judging this consultant service more important than the other four groups of consultants.

Probing the data by teaching specialty of the consultant finds:

Table 191:

Type of Teacher	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Science	0	0	3	15	4	21	3	15	5	26	3	15	1	5
Science Methods	0	0	6	31	5	26	4	21	2	10	2	10	0	0
Elementary Methods	0	0	1	6	7	46	4	26	3	20	0	0	0	0

	Mean	S.D.
Science Teachers	4.2	1.5
Science Methods Teachers	3.4	1.3
Elementary Methods Teachers	4.1	1.6

Comment(s):

1. Science methods professors perceive their teachers deeming this consultant service more important than the other two groups of professors.

Question III-15

When the consultants were asked, "How important is it to the teachers to have a consultant available to assist the teacher to set quantity and quality goals for the amount of the curriculum to be taught in a school year?", they responded on the following continuum:

1	2	3	4	5	6	7
Very important						Unimportant

Mean numerical response = 3.7 Standard Deviation = 1.4

Comment(s):

1. Consultants perceive their teachers valuing the availability of having a consultant present to assist them to set quantity and quality goals for the amount of the curriculum to be taught in a school year as not really being important.

Looking at the data by states finds:

Table 192:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pennsylvania Consultants	2	9	1	4	11	52	2	9	5	23	0	0	3	14
New York Consultants	0	0	3	9	12	38	9	29	3	9	2	6	2	6
All Consultants	2	3	4	7	23	41	11	20	8	14	2	3	5	9

	Mean	S.D.
Pennsylvania Consultants	3.5	1.4
New York Consultants	3.8	1.3

Comment(s);

1. Pennsylvania consultants discern their teachers deeming this consultant activity as being slightly more important than New York consultants.

Inspection of the data by school-types finds:

Table 193:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pilot School Consultants	1	4	1	4	8	38	6	28	2	9	2	9	4	19
Demo School Consultants	1	3	3	9	15	48	5	16	6	19	0	0	1	3
All Consultants	2	3	4	7	23	41	11	20	8	14	2	3	5	9

	Mean	S.D.
Pilot School Consultants	4.0	1.5
Demo School Consultants	3.4	1.2

Comment(s):

1. Demo school consultants observe their teachers judging this consultant service more important than pilot school consultants.

Examination of the data by the number of teachers with which a consultant works, finds:

Table 194:

Number of Teachers to Work With	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
1 to 5	0	0	1	11	4	44	1	11	3	33	0	0	0	0
6 to 10	1	4	1	4	13	56	4	17	3	13	0	0	1	4
11 to 15	1	5	1	5	4	23	5	29	2	11	1	5	3	17
16-plus	0	0	1	16	2	33	1	16	0	0	1	16	1	16

	Mean	S.D.
One to five teachers	3.7	1.1
Six to ten teachers	3.5	1.2
Eleven to fifteen teachers	4.1	1.7
Sixteen-plus teachers	3.6	1.5

Comment(s):

1. Consultants working with six to 10 teachers notice their teachers assessing this consultant function more important than the other three groups of professors. Those working with 11 to 15 teachers see their teachers valuing this consultant activity as being rather unimportant.

Analysis of the data by degree status of consultants finds:

Table 195:

Degree Status	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Doctorate	0	0	1	9	6	55	2	18	2	18	0	0	0	0
No Doctorate	2	5	3	7	17	39	9	20	6	14	2	5	5	11

	Mean	S.D.
Doctorate	3.5	0.9
No Doctorate	3.8	1.4

Comment(s):

1. Consultants with a doctorate discern their teachers valuing this consultant activity as being slightly more important than those without a doctorate.

Scanning the data by academic rank of the consultant finds:

Table 196:

Academic Rank	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Instructor	0	0	0	0	3	42	2	28	2	28	0	0	0	0
Assistant Professor	0	0	2	18	5	45	2	18	2	18	0	0	0	0
Associate Professor	2	11	0	0	13	76	3	17	0	0	0	0	0	0
Full Professor	0	0	1	12	2	25	1	13	3	37	0	0	1	12
ERIE Staff	0	0	1	10	1	10	3	30	1	10	2	20	2	20

	Mean	S.D.
Instructor	3.9	0.9
Assistant Professor	3.4	1.0
Associate Professor	2.9	0.8
Full Professor	4.3	1.6
ERIE Staff	4.8	1.7

Comment(s):

1. Associate professors notice their teachers judging this consultant service as being more important than the professors in the other four groups.

2. Both full professors and ERIE staff associates evaluate their teachers assessment this consultant activity as being rather unimportant.

Probing the data by teaching specialty of the consultant finds:

Table 197:

Type of Teacher	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Science	0	0	2	10	9	47	2	10	4	21	1	5	1	5
Science Methods	2	10	1	5	7	36	5	26	1	5	1	5	2	10
Elementary Methods	0	0	1	6	7	46	4	26	3	20	0	0	0	0

	Mean	S.D.
Science Teachers	3.8	1.4
Science Methods Teachers	3.7	1.7
Elementary Methods Teachers	3.6	0.9

Comment(s):

1. Elementary methods professors perceive their teachers deeming this consultant service slightly more important than the other two groups of consultants.

Question III-16

When the consultants were asked, "How important is it to the teachers to have a consultant available to assist the teacher in modifying lessons in the curriculum to best fit the needs of the children in that classroom?", their responses were recorded on the following continuum:

1	2	3	4	5	6	7
Very important						Unimportant

Mean numerical response = 3.2   Standard deviation = 1.4

Comment(s):

1. Consultants perceive their teachers valuing the availability of having a consultant present to assist them in modifying lessons in the curriculum to best fit the needs of the children in their classroom as being of mediocre importance.

Looking at the data by states finds:

Table 198:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pennsylvania Consultants	2	8	10	41	5	20	2	8	1	4	2	8	2	8
New York Consultants	0	0	8	25	11	35	5	16	3	9	4	12	0	0
All Consultants	2	3	18	32	16	29	7	12	4	7	6	10	2	3

	Mean	S.D.
Pennsylvania Consultants	2.8	1.4
New York Consultants	3.5	1.3

Comment(s):

1. Pennsylvania consultants discern their teachers deeming this consultant activity as being more important when comparing the perceptions of New York consultants.

Inspection of the data by school-types finds:

Table 199:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pilot School Consultants	1	4	8	33	6	25	3	12	0	0	4	16	2	8
Demo School Consultants	1	3	10	32	10	32	4	12	4	12	2	6	0	0
All Consultants	2	3	18	32	16	29	7	12	4	7	6	10	2	3

	Mean	S.D.
Pilot school consultants	3.3	1.5
Demo school consultants	3.1	1.3

Comment(s):

1. Demo school consultants observe their teachers judging this consultant service slightly more important when comparing the perceptions of pilot school consultants.

Examination of the data by the number of teachers with which a consultant works, finds:

Table 200:

No. of Teachers to Work With	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
1 to 5	0	0	3	33	4	44	1	11	0	0	1	11	0	0
6 to 10	1	4	9	39	5	21	3	13	4	17	1	4	0	0
11 to 15	1	5	3	17	6	35	3	17	0	0	3	17	1	5
16-plus	0	0	3	50	1	16	0	0	0	0	1	16	1	16

	Mean	S.D.
One to five teachers	3.1	1.3
Six to ten teachers	3.1	1.4
Eleven to fifteen teachers	3.4	1.5
Sixteen-plus teachers	3.0	1.7

Comment(s):

1. Consultants working with 16-plus teachers notice their teachers assessing this consultant function slightly more important than the teachers of the other three groups of professors.

Analysis of the data by degree status of the consultants finds:

Table 201:

Degree Status	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Doctorate	1	9	3	27	5	45	1	9	1	9	0	0	0	0
No Doctorate	2	4	14	31	11	25	6	13	3	6	6	13	2	40

	Mean	S.D.
Doctorate	2.9	0.9
No Doctorate	3.3	1.5

Comment(s):

1. Consultants with a doctorate discern their teachers rating this consultant activity as being more important than the teachers of those without a doctorate.

Scrutinization of the data by academic rank of the consultants finds:

Table 202:

Academic Rank	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Instructor	0	0	1	14	2	28	1	14	0	0	3	42	0	0
Assistant Professor	0	0	5	45	4	36	1	9	1	9	0	0	0	0
Associate Professor	2	11	8	47	5	29	1	5	1	5	0	0	0	0
Full Professor	0	0	2	25	4	50	1	12	1	13	0	0	0	0
ERIE Staff	0	0	2	20	1	10	3	30	1	10	3	30	0	0

	Mean	S.D.
Instructor	4.3	1.7
Assistant Professor	2.8	0.9
Associate Professor	2.5	1.0
Full Professor	3.1	0.9
ERIE Staff	4.2	1.5

Comment(s):

1. Associate professors notice their teachers judging this consultant service more important than the teachers of the other four groups of consultants.

Probing the data by teaching specialty of the consultant finds:

Table 203:

Type of Teacher	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Science	0	0	7	36	6	31	2	10	3	15	1	5	0	0
Science Methods	2	10	5	26	5	26	5	26	0	0	2	10	0	0
Elementary Methods	0	0	6	40	5	33	0	0	1	6	3	20	0	0

	Mean	S.D.
Science Teachers	3.2	1.3
Science Methods Teachers	3.1	1.4
Elementary Methods Teachers	3.3	1.6

Comment(s):

1. Science methods professors perceive their teachers deeming this consultant service slightly more important than the teachers of the other two groups of consultants.

Question III-17

When the consultants were asked, "How important is it to the teachers to have a consultant available to meet with teachers on a grade level basis after school or during planning periods to supply continuing inservice experiences in the new curriculum?", they responded on the following continuum:

1	2	3	4	5	6	7
Very important						Unimportant

Mean numerical response = 3.4   Standard deviation = 1.7

Comment(s):

1. Consultants perceive their teachers valuing the availability of having a consultant present to meet with them on a grade level basis after school or during planning periods to supply continuing inservice experiences in the new curriculum as not really being important.

Looking at the data by states finds:

Table 204:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pennsylvania Consultants	3	12	4	16	6	25	3	12	2	8	3	12	3	12
New York Consultants	3	9	7	22	10	32	7	22	0	0	1	3	3	9
All Consultants	6	10	11	20	16	29	10	18	2	3	4	7	6	10

	Mean	S.D.
Pennsylvania Consultants	3.5	1.8
New York Consultants	3.3	1.6

Comment(s):

1. New York consultants discern their teachers deeming this consultant activity as being slightly more important than Pennsylvania consultants.

Inspection of the data by school-types finds:

Table 205:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pilot School Consultants	3	12	2	8	10	41	3	12	0	0	3	12	3	12
Demo School Consultants	3	9	9	29	6	19	7	22	2	6	1	3	3	9
All Consultants	6	10	11	20	16	29	10	18	2	3	4	7	6	10

	Mean	S.D.
Pilot school consultants	3.5	1.7
Demo school consultants	3.3	1.8

Comment(s):

1. Demo school consultants observe their teachers judging this consultant service more important than pilot school consultants.

Examination of the data by the number of teachers with which a consultant works, finds:

Table 206:

Number of Teachers to Work With	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
1 to 5	1	11	2	22	1	11	4	44	0	0	0	0	1	11
6 to 10	4	17	6	26	4	17	3	13	2	8	2	8	2	8
11 to 15	1	5	3	17	7	41	2	11	0	0	2	11	2	11
16-plus	0	0	0	0	4	66	1	16	0	0	0	0	1	16

	Mean	S.D.
One to five teachers	3.4	1.7
Six to ten teachers	3.3	1.9
Eleven to fifteen teachers	3.5	1.8
Sixteen-plus teachers	3.2	0.4

Comment(s):

1. Consultants working with 16-plus teachers notice their teachers assessing this consultant function slightly more important than the other three groups of professors.

Analysis of the data by degree status of consultants finds:

Table 207:

Degree Status	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Doctorate	3	27	3	27	3	27	1	9	0	0	1	9	0	0
No Doctorate	3	7	8	18	13	30	9	20	2	5	3	7	6	14

	Mean	S.D.
Doctorate	2.5	1.5
No Doctorate	3.6	1.7

Comment(s):

1. Consultants with a doctorate discern their teachers valuing this consultant activity as being much more important than those without a doctorate.

Scanning the data by academic rank of the consultant finds:

Table 208:

Academic Rank	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Instructor	0	0	0	0	2	28	1	14	2	28	2	28	0	0
Assistant Professor	0	0	3	27	4	36	1	9	0	0	1	9	2	18
Associate Professor	3	17	3	17	6	35	4	23	0	0	0	0	1	5
Full Professor	2	25	2	25	2	25	2	25	0	0	0	0	0	0
ERIE Staff	1	10	3	30	2	20	2	20	0	0	0	0	2	20

	Mean	S.D.
Instructor	4.6	1.3
Assistant Professor	3.8	1.9
Associate Professor	2.9	1.5
Full Professor	2.5	1.2
ERIE Staff	3.5	2.1

Comment(s):

1. Full professors notice their teachers judging this consultant service as being more important than the consultants in the other four groups.

Probing the data by teaching specialty of the consultant finds:

Table 209:

Type of Teacher	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Science	1	5	2	10	6	31	7	36	1	5	0	0	2	10
Science Methods	5	26	4	21	6	31	1	5	0	0	2	10	1	5
Elementary Methods	0	0	5	33	4	26	2	13	1	6	1	6	2	13

	Mean	S.D.
Science Teachers	3.7	1.5
Science Methods Teachers	2.8	1.8
Elementary Methods Teachers	3.7	1.8

Comment(s):

1. Science methods professors perceive their teachers deeming this consultant service much more important than the other two groups of consultants.

Question III-18

When the consultants were asked, "How important is it to the teachers to have a consultant available to answer teacher questions about the general subject matter area (science questions) upon which the innovative curriculum is based? For example, serve as the "science expert" and handle questions about "science," their responses were recorded on the following continuum:

1	2	3	4	5	6	7
Very important					Unimportant	

Mean numerical response = 2.1   Standard deviation = 0.9

Comment(s):

1. Consultants perceive their teachers valuing the availability of having a consultant present to answer their questions about the general subject matter area (science questions) upon which the innovative curriculum is based as being very important.

2. Of all the consultant functions mentioned, this is the one that all consultants rated as being the most important in the "eyes" of their teachers.

Looking at the data by states finds:

Table 210:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pennsylvania Consultants	8	33	8	33	5	20	1	4	2	8	0	0	0	0
New York Consultants	8	25	14	45	7	22	2	6	0	0	0	0	0	0
All Consultants	16	28	22	39	12	21	3	5	2	3	0	0	0	0

	Mean	S.D.
Pennsylvania consultants	2.0	1.1
New York consultants	2.1	0.9

Comment(s):

1. Pennsylvania consultants discern their teachers deeming this consultant activity as being more important when comparing the perceptions of New York consultants.

2. When considering all of those presented, both Pennsylvania and New York consultants see this consultant function to be the most important among their teachers.

Inspection of the data by school-types finds:

Table 211:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pilot School Consultants	8	33	8	33	4	16	3	12	1	4	0	0	0	0
Demo School Consultants	9	29	13	41	8	25	0	0	1	3	0	0	0	0
All Consultants	17	30	21	38	12	21	3	5	2	3	0	0	0	0

	Mean	S.D.
Pilot school consultants	2.1	1.0
Demo school consultants	2.0	0.9

Comment(s):

1. Demo school consultants observe their teachers judging this consultant service slightly more important when comparing the perceptions of pilot school consultants.

2. Of all the consultant functions mentioned, this is the one that both pilot and demo consultants rated as being the most important to their teachers.

Examination of the data by the number of teachers with which a consultant works, finds:

Table 212:

Number of Teachers to Work With	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
1 to 5	4	44	4	44	1	11	0	0	0	0	0	0	0	0
6 to 10	4	17	10	43	8	34	0	0	1	4	0	0	0	0
11 to 15	6	35	6	35	1	5	3	17	1	5	0	0	0	0
16-plus	2	33	2	33	2	33	0	0	0	0	0	0	0	0

	Mean	S.D.
One to five teachers	1.7	0.7
Six to ten teachers	2.3	0.9
Eleven to fifteen teachers	2.1	1.1
Sixteen-plus teachers	1.8	0.9

Comment(s):

1. Consultants working with one to five teachers notice their teachers assessing this consultant function slightly more important than the teachers of the other three groups of professors.

2. When considering all of those presented, consultants working with six to 10 teachers, 11 to 15 teachers, and 16-plus teachers see this consultant function to be the most important among their teachers

Analysis of the data by degree status of the consultants finds:

Table 213:

Degree Status	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Doctorate	3	27	3	27	3	27	1	9	0	0	1	9	0	0
No Doctorate	3	7	8	18	13	30	9	20	2	5	3	7	6	14

	Mean	S.D.
Doctorate	1.8	0.6
No Doctorate	2.1	1.0

Comment(s):

1. Consultants with a doctorate discern their teachers rating this consultant activity as being more important than the teachers of those without a doctorate.

2. Of all the consultant activities presented, this is the one that both professors with or without a doctorate prized as being the most important in the "eyes" of their teachers.

Scrutinization of the data by academic rank of the consultants finds:

Table 214:

Academic Rank	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Instructor	1	14	2	28	2	28	1	14	1	14	0	0	0	0
Assistant Professor	2	18	7	63	2	18	0	0	0	0	0	0	0	0
Associate Professor	7	41	7	41	3	17	0	0	0	0	0	0	0	0
Full Professor	2	25	4	50	2	25	0	0	0	0	0	0	0	0
ERIE Staff	4	40	2	20	2	20	2	20	0	0	0	0	0	0

	Mean	S.D.
Instructor	2.9	1.3
Assistant Professor	2.0	0.6
Associate Professor	1.8	0.8
Full Professor	2.0	0.8
ERIE Staff	2.2	1.2

Comment(s):

1. Associate professors notice their teachers judging this consultant service more important than the teachers of the other four groups of consultants.

2. When considering all of those presented, both assistant professors and ERIE staff associates see this consultant function to be the most important among their teachers.

Probing the data by teaching specialty of the consultant finds:

Table 215:

Type of Teacher	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Science	4	21	10	52	4	21	1	5	0	0	0	0	0	0
Science Methods	9	47	5	26	5	26	0	0	0	0	0	0	0	0
Elementary Methods	3	20	7	46	2	13	2	13	1	6	0	0	0	0

	Mean	S.D.
Science Teachers	2.1	0.8
Science Methods Teachers	1.8	0.9
Elementary Methods Teachers	2.4	1.2

Comment(s):

1. Science methods professors perceive their teachers deeming this consultant service more important than the teachers of the other two groups of consultants.
2. Of all the consultant functions mentioned, this is the one that science teachers, science methods teachers, and elementary methods professors rated as being the most important among their teachers.

Question III-19

When the consultants were asked, "How important is it to the teachers to have a consultant available to assist the teachers to employ teaching techniques and classroom management strategies that foster regular, active student interaction with the materials of the curriculum?", they responded on the following continuum:

1 2 3 4 5 6 7

Very important Unimportant

Mean numerical response = 3.3 Standard deviation = 1.5

Comment(s):

1. Consultants perceive their teachers valuing the availability of having a consultant present to assist them to employ teaching techniques and classroom management strategies that foster regular, active student interaction with the materials of the curriculum as being of mediocre importance.

Looking at the data by states finds:

Table 216:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pennsylvania Consultants	2	8	5	20	6	25	5	20	4	16	1	4	1	4
New York Consultants	2	6	6	19	15	48	2	6	1	3	3	9	2	6
All Consultants	4	7	11	20	21	38	7	12	5	9	4	7	3	5

	Mean	S.D.
Pennsylvania consultants	3.3	1.5
New York consultants	3.4	1.6

Comment(s):

1. Pennsylvania consultants discern their teachers deeming this consultant activity as being slightly more important than New York consultants.

Inspection of the data by school-types finds:

Table 217:

Respondents	Frequencies and Percentages per Continuum Interval 1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pilot School Consultants	2	8	3	12	9	37	2	8	3	12	4	16	1	4
Demo School Consultants	2	6	8	25	12	38	5	16	2	6	0	0	2	6
All Consultants	4	7	11	20	21	38	7	12	5	9	4	7	3	5

	Mean	S.D.
Pilot school consultants	3.6	1.6
Demo school consultants	3.1	1.4

Comment(s):

1. Demo school consultants observe their teachers judging this consultant service more important than do pilot school consultants.

Examination of the data by the number of teachers with which a consultant works, finds:

Table 218:

Number of Teachers to Work With	Frequencies and Percentages per Continuum Interval 1	%	2	%	3	%	4	%	5	%	6	%	7	%
1 to 5	1	11	4	44	2	22	1	11	1	11	0	0	0	0
6 to 10	2	8	4	17	9	39	5	21	1	4	0	0	2	8
11 to 15	1	5	2	11	9	52	0	0	2	11	2	11	1	5
16-plus	0	0	1	16	1	16	1	16	1	16	2	33	0	0

	Mean	S.D.
One to five teachers	2.7	1.2
Six to ten teachers	3.3	1.5
Eleven to fifteen teachers	3.4	1.5
Sixteen-plus teachers	4.2	1.8

Comment(s):

1. Consultants working with one to five teachers notice their teachers assessing this consultant function more important than the other three groups of professors.

Analysis of the data by degree status of consultants finds:

Table 219:

Degree Status	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Doctorate	2	18	3	27	5	45	1	9	0	0	0	0	0	0
No Doctorate	2	5	8	18	16	36	6	14	5	11	4	9	3	7

	Mean	S.D.
Doctorate	2.5	0.9
No Doctorate	3.6	1.6

Comment(s):

1. Consultants with a doctorate discern their teachers valuing this consultant activity as being much more important than those without a doctorate.

Scanning the data by academic rank of the consultant finds:

Table 220:

Academic Rank	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Instructor	0	0	1	14	2	28	2	28	2	28	0	0	0	0
Assistant Professor	0	0	3	27	3	27	2	18	1	9	1	9	1	9
Associate Professor	4	23	4	23	6	35	1	5	0	0	0	0	1	5
Full Professor	0	0	2	25	4	50	2	25	0	0	0	0	0	0
ERIE Staff	0	0	1	10	5	50	0	0	1	10	2	20	1	10

	Mean	S.D.
Instructor	3.7	1.1
Assistant Professor	3.7	1.7
Associate Professor	2.6	1.5
Full Professor	3.0	0.8
ERIE Staff	4.1	1.7

Comment(s):

1. Associate professors notice their teachers judging this consultant service as being more important than the consultants in the other four groups.

Probing the data by teaching specialty of the consultant finds:

Table 221:

Type of Teacher	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Science	0	0	4	21	7	36	4	21	2	10	1	5	1	5
Science Methods	2	10	3	15	9	47	2	10	0	0	2	10	1	5
Elementary Methods	2	13	4	26	5	33	1	6	2	13	0	0	1	6

	Mean	S.D.
Science Teachers	3.6	1.4
Science Methods Teachers	3.3	1.6
Elementary Methods Teachers	3.1	1.6

Comment(s):

1. Elementary methods professors perceive their teachers deeming this consultant service more important than the other two groups of consultants.

Question III-20

When the consultants were asked, "How important is it to the teachers to have a consultant available to assist teachers in developing new learning experiences for children that help transfer skills and knowledge acquired from the new curriculum to their reading, language arts, math, and social studies experiences?", their responses were recorded on the following continuum:

1	2	3	4	5	6	7
Very important						Unimportant

Mean numerical response = 4.0 Standard deviation = 1.5

Comment(s):

1. Consultants perceive their teachers valuing the availability of having a consultant present to assist them in developing new learning experiences for children that help transfer skills and knowledge acquired from the new curriculum to their reading, language arts, math, and social studies experiences as not really being too important.

Looking at the data by states finds:

Table 222:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pennsylvania Consultants	0	0	3	12	7	29	7	29	2	8	3	12	2	8
New York Consultants	1	3	6	19	3	9	8	25	5	16	7	22	1	3
All Consultants	1	1	8	14	10	18	15	27	7	12	10	18	3	5

	Mean	S.D.
Pennsylvania Consultants	3.8	1.3
New York Consultants	4.1	1.6

Comment(s):

1. Pennsylvania consultants discern their teachers deeming this consultant activity as being more important when comparing the perceptions of New York consultants.

Inspection of the data by school-types finds:

Table 223:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pilot School Consultants	0	0	5	20	4	16	7	29	0	0	6	25	2	8
Demo School Consultants	1	3	4	12	6	19	8	25	7	22	4	12	1	3
All Consultants	1	1	9	16	10	18	15	27	7	12	10	18	3	5

	Mean	S.D.
Pilot School Consultants	4.0	1.5
Demo School Consultants	4.0	1.5

Comment(s):

1. Both pilot and demo school consultants observe their teachers rating this consultant service as being of passable importance.

Examination of the data by the number of teachers with which a consultant works, finds:

Table 224:

Number of Teachers to Work With	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
1 to 5	0	0	1	11	1	11	4	44	2	22	1	11	0	0
6 to 10	0	0	3	13	5	21	4	17	5	21	4	17	2	8
11 to 15	1	5	4	23	3	17	4	23	0	0	4	23	1	5
16-plus	0	0	1	16	1	16	3	5	0	0	1	16	0	0

	Mean	S.D.
One to five teachers	4.1	1.2
Six to ten teachers	4.3	1.6
Eleven to fifteen	3.6	1.7
Sixteen-plus teachers	3.4	0.9

Comment(s):

1. Consultants working with 16-plus teachers notice their teachers assessing this consultant function more important than the teachers of the other three groups of professors.

Analysis of the data by degree status of the consultants finds:

Table 225:

Degree Status	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Doctorate	0	0	3	27	3	27	2	18	1	9	2	18	0	0
No Doctorate	1	2	6	14	7	16	13	30	6	14	8	18	3	27

	Mean	S.D.
Doctorate	3.6	1.5
No Doctorate	4.1	1.5

Comment(s):

1. Consultants with a doctorate discern their teachers rating this consultant activity as being more important than the teachers of those without a doctorate.

Scrutinization of the data by academic rank of the consultants finds:

Table 226:

Academic Rank	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Instructor	0	0	1	14	0	0	2	28	1	14	2	28	1	14
Assistant Professor	0	0	1	9	3	27	5	45	0	0	1	9	1	9
Associate Professor	0	0	3	17	5	29	5	29	3	17	1	5	0	0
Full Professor	0	0	2	25	2	25	1	12	2	25	1	13	0	0
ERIE Staff	1	10	2	20	0	0	2	20	1	10	4	40	0	0

	Mean	S.D.
Instructor	4.9	1.7
Assistant Professor	4.0	1.4
Associate Professor	3.6	1.2
Full Professor	3.8	1.5
ERIE Staff	4.2	1.9

Comment(s):

1. Associate professors notice their teachers judging this consultant service more important than the teachers of the other four groups of consultants.

2. When considering all of those presented, instructors see this consultant function to be the most unimportant among their teachers.

Probing the data by teaching specialty of the consultant finds:

Table 227:

Type of Teacher	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Science	0	0	3	15	2	10	9	47	2	10	3	15	0	0
Science Methods	1	5	3	15	6	31	4	21	1	5	3	15	1	5
Elementary Methods	0	0	3	20	2	13	2	13	4	26	3	20	1	6

	Mean	S.D.
Science Teachers	4.0	1.5
Science Methods Teachers	3.7	1.6
Elementary Methods Teachers	4.3	1.6

Comment(s):

1. Science methods professors perceive their teachers deeming this consultant service more important than the teachers of the other two groups of consultants.

2. Of all the consultant functions mentioned, this is the one that elementary methods professors rated as being the most unimportant to their teachers.

Question III-21

When the consultants were asked, "Do you think the teachers believe that a consultant can be more effective in the classroom working cooperatively with teachers and students or more effective in the conference room discussing the program with the teacher?", they responded on the following continuum:

1	2	3	4	5	6	7
Believe consultant more effective in classroom						Believe consultant more effective away from classroom

Mean numerical response = 2.7 Standard deviation = 1.4

Comment(s):

1. The data tend to reflect that consultants perceive their teachers favoring the notion of consultants working cooperatively with them and students in the classroom than discussing the program in the conference or teachers' room.

Looking at the data by states finds:

Table 228:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pennsylvania Consultants	6	25	5	20	7	29	4	16	2	8	0	0	0	0
New York Consultants	6	19	10	32	7	22	4	12	2	6	1	3	1	3
All Consultants	12	21	15	27	14	25	8	14	4	7	1	1	1	1

	Mean	S.D.
Pennsylvania Consultants	2.6	1.3
New York Consultants	2.8	1.5

Comment(s):

1. Pennsylvania consultants discern their teachers assessing higher the consultant working in the classroom as being more effective than discussing the program in the conference or teachers' room, when compared to the perceptions of New York consultants.

Inspection of the data by school-types finds:

Table 229:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pilot School Consultants	4	16	5	20	6	25	4	16	3	12	1	4	1	4
Demo School Consultants	8	25	10	32	8	25	4	12	1	3	0	0	0	0
All Consultants	12	21	15	27	14	25	8	14	4	7	1	1	1	1

	Mean	S.D.
Pilot School Consultants	3.2	1.6
Demo School Consultants	2.3	1.1

Comment(s):

1. Demo school consultants, when compared to the teachers of pilot school consultants, observe their teachers regarding higher the consultant working in the classroom as being more effective than discussing the program in the conference or teachers' room.

Examination of the data by the number of teachers with which a consultant works, finds:

Table 230:

Number of Teachers to Work With	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
1 to 5	5	55	1	11	1	11	1	11	1	11	0	0	0	0
6 to 10	6	26	6	26	7	30	3	13	1	4	0	0	0	0
11 to 15	2	11	4	23	5	29	3	17	2	11	1	5	0	0
16-plus	0	0	3	50	1	16	1	16	0	0	0	0	1	16

	Mean	S.D.
One to five teachers	2.2	1.5
Six to ten teachers	2.4	1.2
Eleven to fifteen teachers	3.1	1.4
Sixteen-plus teachers	3.6	2.1

Comment(s):

1. When compared to the teachers of the other three groups of professors, consultants working with one to five teachers notice their teachers emphasizing more the greater effectiveness of a consultant working in the classroom in contrast to discussing the program in the conference or teachers' room.

Analysis of the data by degree status of consultants finds:

Table 231:

Degree Status	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Doctorate	5	45	3	27	3	27	0	0	0	0	0	0	0	0
No Doctorate	7	16	12	27	11	25	8	18	4	9	1	2	1	2

	Mean	S.D.
Doctorate	1.8	0.9
No Doctorate	2.9	1.5

Comment(s):

1. Consultants with a doctorate discern their teachers assessing higher the consultant working in the classroom as being more effective than discussing the program in the conference or teachers' room, when compared to the perceptions of those without a doctorate.

2. When considering all of the consultant behaviors presented, professors with a doctorate see a consultant working cooperatively with teachers and students in classrooms as being the most important among teachers.

Scanning the data by academic rank of the consultant finds:

Table 232:

Academic Rank	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Instructor	1	14	1	14	3	42	0	0	2	28	0	0	0	0
Assistant Professor	2	18	3	27	3	27	2	18	1	9	0	0	0	0
Associate Professor	4	23	6	35	6	35	5	29	1	5	1	5	1	5
Full Professor	4	50	2	25	1	12	1	13	0	0	0	0	0	0
ERIE Staff	2	20	3	30	2	20	0	0	1	10	1	10	1	10

	Mean	S.D.
Instructor	3.1	1.5
Assistant Professor	2.7	1.3
Associate Professor	2.6	1.1
Full Professor	1.9	1.1
ERIE Staff	3.2	2.1

Comment(s):

1. Full professors, when compared to the teachers of the consultants in the other four groups, observe their teachers regarding higher the consultant working in the classroom as being more effective than discussing the program in the conference or teachers' room.

Probing the data by teaching specialty of the consultant finds:

Table 233:

Type of Teacher	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Science	4	20	6	31	4	20	4	20	1	5	0	0	0	0
Science Methods	5	26	5	26	5	26	0	0	2	10	1	5	1	5
Elementary Methods	3	20	3	20	5	33	3	20	1	6	0	0	0	0

	Mean	S.D.
Science Teachers	2.6	1.3
Science Methods Teachers	2.8	1.8
Elementary Methods Teachers	2.7	1.2

Comment(s):

1. When compared to the teachers of the other two groups of consultants, science professors notice their teachers emphasizing more the greater effectiveness of a consultant working in the classroom in contrast to discussing the program in the conference or teachers' room.

Question III-22

When the consultants were asked, "Do you think the teachers believe that a consultant's time is used more effectively when the teachers are teaching S-APA or when they are not teaching S-APA on the day he is working in their school?, their responses were recorded on the following continuum:

1	2	3	4	5	6	7
More effective when teaching S-APA						More effective when not teaching S-APA

Mean numerical response = 2.5 Standard deviation = 1.6

Comment(s):

1. The data tend to indicate that consultants perceive their teachers patronizing the idea of more effective utilization of consultants' time when they are teaching S-APA on the day he is working in their school.

Looking at the data by states finds:

Table 234:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pennsylvania Consultants	8	33	11	45	1	4	3	12	0	0	1	4	0	0
New York Consultants	6	19	12	38	4	12	4	12	1	3	3	9	1	3
All Consultants	14	25	23	41	5	9	7	12	1	5	4	7	1	1

	Mean	S.D.
Pennsylvania Consultants	2.1	1.3
New York Consultants	2.8	1.7

Comment(s):

1. Pennsylvania consultants discern their teachers assessing more effective, the utilization of a consultant's time when they are teaching S-APA than when they are teaching S-APA on the day he is working in their school, when compared to the perceptions of New York consultants.

Inspection of the data by school-types finds:

Table 235:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pilot School Consultants	7	29	6	25	3	12	4	16	1	4	2	8	1	4
Demo School Consultants	7	22	17	54	2	6	3	9	0	0	2	6	0	0
All Consultants	14	25	23	41	5	9	7	12	1	1	4	7	1	1

	Mean	S.D.
Pilot School Consultants	2.8	1.8
Demo School Consultants	2.3	1.3

Comment(s):

1. Demo school consultants, when compared to the teachers of pilot school consultants, observe their teachers regarding higher the greater effectiveness of consultant utilization when they are teaching S-APA than when they are not teaching S-APA on visitation days.

Examination of the data by the number of teachers with which a consultant works, finds:

Table 236:

Number of Teachers to Work With	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
1 to 5	3	33	4	44	0	0	0	0	0	0	2	22	0	0
6 to 10	4	17	14	60	1	4	3	13	1	4	0	0	0	0
11 to 15	4	23	4	23	4	23	3	17	0	0	1	5	1	5
16-plus	3	50	1	16	0	0	1	16	0	0	1	16	0	0

	Mean	S.D.
One to five teachers	2.6	2.0
Six to ten teachers	2.3	1.1
Eleven to fifteen teachers	2.9	1.8
Sixteen-plus teachers	2.6	2.3

Comment(s):

1. When compared to the teachers of the other three groups of professors, consultants working with six to 10 teachers notice their teachers emphasizing more, the greater effectiveness of consultant utilization when they are teaching S-APA than when they are not teaching S-APA on visitation days.

2. When considering all of the consultant behaviors presented, professors working with six to 10 teachers see the utilization of a consultant's time when S-APA teaching occurs as being the most important to their teachers.

Analysis of the data by degree status of consultants finds:

Table 237:

Degree Status	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Doctorate	3	27	7	64	0	0	1	9	0	0	0	0	0	0
No Doctorate	11	25	16	36	5	11	6	14	1	2	4	9	1	2

	Mean	S.D.
Doctorate	1.9	0.8
No Doctorate	2.7	1.7

Comment(s):

1. Consultants with a doctorate discern their teachers assessing higher, the greater effectiveness of consultant utilization when they are teaching S-APA than when they are not teaching S-APA on visitation days, when compared to the perceptions of those without a doctorate.

Scrutinization of the data by academic rank of the consultant finds:

Table 238:

Academic Rank	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Instructor	2	28	2	28	0	0	1	14	1	14	1	14	0	0
Assistant Professor	1	9	4	36	2	18	3	27	0	0	1	9	0	0
Associate Professor	7	41	9	52	0	0	1	5	0	0	0	0	0	0
Full Professor	3	37	5	63	0	0	0	0	0	0	0	0	0	0
ERIE Staff	1	10	2	20	2	20	2	20	0	0	2	20	1	10

	Mean	S.D.
Instructor	3.0	2.0
Assistant Professor	3.0	1.4
Associate Professor	1.7	0.8
Full Professor	1.6	0.5
ERIE Staff	3.8	1.9

Comment(s):

1. Full professors, when compared to the teachers of the consultants in the other four groups, observe their teachers regarding higher, the greater effectiveness of consultant utilization when they are teaching S-APA rather than when they are not teaching S-APA on visitation days.

2. When considering all of the consultant-teacher interactions presented, associate and full professors rate the utilization of a consultant's time during the teaching of S-APA as being the most important among their teachers.

Probing the data by teaching specialty of the consultant finds:

Table 239:

Type of Teacher	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Science	8	42	6	31	1	5	2	10	0	0	1	5	1	5
Science Methods	3	15	9	47	1	5	3	15	1	5	2	10	0	0
Elementary Methods	3	20	7	46	2	13	2	13	0	0	1	6	0	0

	Mean	S.D.
Science Teachers	2.3	1.8
Science Methods Teachers	2.8	1.6
Elementary Methods Teachers	2.5	1.4

Comment(s):

1. When compared to teachers of the other two groups of consultants, science professors notice their teachers emphasizing more, the greater effectiveness of consultant utilization when they are teaching S-APA rather than when they are not teaching S-APA on visitation days.

Question III-23

When the consultants were asked, "Do you think the teachers believe it is beneficial to the students for the consultant to occasionally "team up" with the teacher so that the class is taught by the teacher and the consultant during a lesson?", they responded on the following continuum:

1	2	3	4	5	6	7
They believe this very beneficial						They believe this not beneficial

Mean numerical response = 2.8   Standard deviation = 1.7

Comment(s):

1. The data tend to reveal that consultants perceive their teachers favoring the notion that it is rather beneficial to the students for the consultant to occasionally "team up" with the teacher during a lesson.

Looking at the data by states finds:

Table 240:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pennsylvania Consultants	8	33	7	29	4	16	1	4	3	12	0	0	1	4
New York Consultants	3	9	12	38	8	25	1	3	2	6	4	12	1	3
All Consultants	11	20	19	34	12	21	2	3	5	9	4	7	2	3

	Mean	S.D.
Pennsylvania Consultants	2.5	1.7
New York Consultants	3.1	1.7

Comment(s):

1. Pennsylvania consultants discern their teachers assessing more beneficial, the concept of the consultant "teaming up" with the teacher during a lesson, when compared to the perceptions of New York consultants.

Inspection of the data by school-types finds:

Table 241:

Respondents	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Pilot School Consultants	4	16	6	25	6	25	0	0	4	16	3	12	1	4
Demo School Consultants	7	22	13	41	6	19	2	6	1	3	1	3	1	3
All Consultants	11	20	19	34	12	21	2	3	5	9	4	7	2	3

	Mean	S.D.
Pilot School Consultants	3.2	1.9
Demo School Consultants	2.5	1.5

Comment(s):

1. Demo school consultants, when compared to the teachers of pilot school consultants, observe their teachers regarding higher the benefits to students when the consultant occasionally "teams up" with them during a lesson.

Examination of the data by the number of teachers with which a consultant works, finds:

Table 242:

Number of Teachers to Work With	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
1 to 5	2	22	5	55	1	11	0	0	0	0	1	11	0	0
6 to 10	7	30	7	30	4	17	2	8	1	4	1	4	1	4
11 to 15	2	11	5	29	5	29	0	0	3	17	1	5	1	5
16-plus	0	0	2	33	2	33	0	0	1	16	1	16	0	0

	Mean	S.D.
One to five teachers	2.3	1.5
Six to ten teachers	2.6	1.7
Eleven to fifteen teachers	3.3	1.8
Sixteen-plus teachers	3.6	1.8

Comment(s):

1. When compared to the teachers of the other three groups of professors, consultants working with one to five teachers notice their teachers rating the occasional team-teaching effort of the consultant and the teacher as being more beneficial.

Analysis of the data by degree status of consultants finds:

Table 243:

Degree Status	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Doctorate	2	18	8	72	0	0	1	9	0	0	0	0	0	0
No Doctorate	9	20	11	25	12	27	1	2	5	11	4	9	2	5

	Mean	S.D.
Doctorate	2.0	0.8
No Doctorate	3.0	1.8

Comment(s):

1. Consultants with a doctorate discern their teachers assessing higher, the benefits to students when the consultant and teacher occasionally "team up" during a lesson, when compared to the perceptions of those without a doctorate.

Scanning the data by academic rank of the consultant finds:

Table 244:

Academic Rank	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Instructor	1	14	2	28	0	0	0	0	2	28	2	28	0	0
Assistant Professor	3	27	2	18	2	18	2	18	0	0	1	9	1	9
Associate Professor	4	23	8	47	4	23	0	0	1	5	0	0	0	0
Full Professor	2	25	6	75	0	0	0	0	0	0	0	0	0	0
ERIE Staff	1	10	1	10	4	40	0	0	2	20	1	10	1	10

	Mean	S.D.
Instructor	3.9	2.1
Assistant Professor	3.1	2.0
Associate Professor	2.2	1.0
Full Professor	1.8	0.5
ERIE Staff	3.8	1.9

Comment(s):

1. Full professors, when compared to the teachers of the consultants in the other four groups, observe their teachers regarding higher the benefits to students, when the consultant occasionally "teams up" with them during a lesson.

Probing the data by teaching specialty of the consultant finds:

Table 245:

Type of Teacher	Frequencies and Percentages per Continuum Interval													
	1	%	2	%	3	%	4	%	5	%	6	%	7	%
Science	4	21	7	36	4	21	0	0	2	10	1	5	1	5
Science Methods	4	21	7	36	3	15	1	5	2	10	2	10	0	0
Elementary Methods	3	20	5	33	3	20	1	6	1	6	1	6	1	6

	Mean	S.D.
Science Teachers	2.8	1.8
Science Methods Teachers	2.8	1.7
Elementary Methods Teachers	2.9	1.8

Comment(s):

1. When compared to the teachers of elementary methods professors, both science and science methods professors notice their teachers emphasizing slightly more, the greater benefits for students when the consultant and teacher occasionally "team up" to teach a lesson.

In closing, the following compendium provides a general synthesis within the six categories of consultants' perceptions of how their teachers assess the need for all the stated consultant services. Tables No.246 through No.252 have been included for rapid scrutinization and general overview purposes.

Summarized Consultant Services, Functions or Activities

Code No.

7 Have consultant service available on a regular basis when implementing an innovative curriculum.

8 Answer specific questions about the description of lessons that are contained in the teachers' text.

9 Answer questions about equipment, obtain equipment, repair or replace equipment, set up equipment.

10 Demonstrate S-APA instruction for teachers, using small groups of students or a teacher's total class.

11 Measure student achievement to insure that the curriculum does promote the desired student educational development.

12 Observe the classroom teacher while she teaches a lesson from the curriculum, then describe and constructively discuss the teacher's performance in a conference immediately following the lesson.

13 Interpret the program to various administrators, parents, PTA, school visitors, etc., in your school district.

14 Work with a small group of children in the classroom to evaluate the effectiveness of a specific lesson from the curriculum (evaluate the curriculum itself)

15 Assist the teacher to set quantity and quality goals for the amount of the curriculum to be taught in a school year.

16 Assist the teacher in modifying lessons in the curriculum to best fit the needs of the children in that classroom.

17 Meet with teachers on a grade level basis after school or during planning periods to supply continuing inservice experiences in the new curriculum.

18 Answer teacher questions about the general subject matter (science questions).

19 Assist the teacher to employ teaching techniques and classroom management strategies that foster regular, active student interaction with the materials of the curriculum.

20 Assist teachers in developing new learning experiences for children that help transfer skills and knowledge acquired from the new curriculum to their reading, language arts, math, and social studies experiences.

21 Is more effective in the classroom working cooperatively with teacher and students or more effective in the conference room discussing the program with the teacher.

22 Is more effective when the teachers are teaching S-APA or when they are not teaching S-APA on the day of his visit.

23 Is more beneficial to the students for the consultant to occasionally "team up" with the teacher so that the class is taught by the teacher and the consultant during a lesson.

Table 246:

"Consultants' Perceptions of Consultant Utilization (States)"

Consultant Services (code numbers)	Mean Numerical Response		
	All Consultants	Pennsylvania Consultants	New York Consultants
7	2.5	2.4	2.7
8	2.5	2.4	2.5
9	2.3	2.3	2.3
10	3.1	3.2	2.9
11	4.1	3.7	4.3
12	3.3	2.9	3.6
13	4.6	4.8	4.5
14	3.9	4.5	3.5
15	3.7	3.5	3.8
16	3.2	2.8	3.5
17	3.4	3.5	3.3
18	2.1	2.0	2.1
19	3.3	3.3	3.4
20	4.0	3.8	4.1
21	2.7	2.6	2.8
22	2.5	2.1	2.8
23	2.8	2.5	3.1

Code Numbers

	All Consultants	Pa. Consultants	N.Y. Consultants
Most Important	18	18	18
Least Important	13	13	13

Summarized Consultant Services, Functions or Activities

Code No.

7 Have consultant service available on a regular basis when implementing an innovative curriculum.

8 Answer specific questions about the description of lessons that are contained in the teachers' text.

9 Answer questions about equipment, obtain equipment, repair or replace equipment, set up equipment.

10 Demonstrate S-APA instruction for teachers, using small groups of students or a teacher's total class.

11 Measure student achievement to insure that the curriculum does promote the desired student educational development.

12 Observe the classroom teacher while she teaches a lesson from the curriculum, then describe and constructively discuss the teacher's performance in a conference immediately following the lesson.

13 Interpret the program to various administrators, parents, PTA, school visitors, etc., in your school district.

14 Work with a small group of children in the classroom to evaluate the effectiveness of a specific lesson from the curriculum (evaluate the curriculum itself)

15 Assist the teacher to set quantity and quality goals for the amount of the curriculum to be taught in a school year.

16 Assist the teacher in modifying lessons in the curriculum to best fit the needs of the children in that classroom.

17 Meet with teachers on a grade level basis after school or during planning periods to supply continuing inservice experiences in the new curriculum.

18 Answer teacher questions about the general subject matter (science questions).

19 Assist the teacher to employ teaching techniques and classroom management strategies that foster regular, active student interaction with the materials of the curriculum.

20 Assist teachers in developing new learning experiences for children that help transfer skills and knowledge acquired from the new curriculum to their reading, language arts, math, and social studies experiences.

21 Is more effective in the classroom working cooperatively with teacher and students or more effective in the conference room discussing the program with the teacher.

22 Is more effective when the teachers are teaching S-APA or when they are not teaching S-APA on the day of his visit.

23 Is more beneficial to the students for the consultant to occasionally "team up" with the teacher so that the class is taught by the teacher and the consultant during a lesson.

Table 247:

"Consultants' Perception of Consultant Utilization (School-Types)"

Consultant Services (code numbers)	Mean Numerical Response		
	All Consultants	Pilot School Consultants	Demo School Consultants
7	2.5	2.8	2.4
8	2.5	2.7	2.3
9	2.3	2.2	2.3
10	3.1	3.1	3.0
11	4.1	4.1	4.0
12	3.3	3.8	2.9
13	4.6	4.9	4.4
14	3.9	4.0	3.8
15	3.7	4.0	3.4
16	3.2	3.3	3.1
17	3.4	3.5	3.3
18	2.1	2.1	2.0
19	3.3	3.6	3.1
20	4.0	4.0	4.0
21	2.7	3.2	2.3
22	2.5	2.8	2.3
23	2.8	3.2	2.5

Code Numbers

	All Consultants	Pilot Consultants	Demo Consultants
Most Important	18	18	18
Least Important	13	13	13

Summarized Consultant Services, Functions or Activities

Code No.

7 Have consultant service available on a regular basis when implementing an innovative curriculum.

8 Answer specific questions about the description of lessons that are contained in the teachers' text.

9 Answer questions about equipment, obtain equipment, repair or replace equipment, set up equipment.

10 Demonstrate S-APA instruction for teachers, using small groups of students or a teacher's total class.

11 Measure student achievement to insure that the curriculum does promote the desired student educational development.

12 Observe the classroom teacher while she teaches a lesson from the curriculum, then describe and constructively discuss the teacher's performance in a conference immediately following the lesson.

13 Interpret the program to various administrators, parents, PTA, school visitors, etc., in your school district.

14 Work with a small group of children in the classroom to evaluate the effectiveness of a specific lesson from the curriculum (evaluate the curriculum itself)

15 Assist the teacher to set quantity and quality goals for the amount of the curriculum to be taught in a school year.

16 Assist the teacher in modifying lessons in the curriculum to best fit the needs of the children in that classroom.

17 Meet with teachers on a grade level basis after school or during planning periods to supply continuing inservice experiences in the new curriculum.

18 Answer teacher questions about the general subject matter (science questions).

19 Assist the teacher to employ teaching techniques and classroom management strategies that foster regular, active student interaction with the materials of the curriculum.

20 Assist teachers in developing new learning experiences for children that help transfer skills and knowledge acquired from the new curriculum to their reading, language arts, math, and social studies experiences.

21 Is more effective in the classroom working cooperatively with teacher and students or more effective in the conference room discussing the program with the teacher.

22 Is more effective when the teachers are teaching S-APA or when they are not teaching S-APA on the day of his visit.

23 Is more beneficial to the students for the consultant to occasionally "team up" with the teacher so that the class is taught by the teacher and the consultant during a lesson.

Table 248:

"Consultants' Perceptions of Consultant Utilization (Number of Teachers with which a Consultant Works)"

Consultant Services (code numbers)	Mean Numerical Response				
	All Consultants	Consultant/With (1-5 Teachers)	Consultant/With (6-10 Teachers)	Consultant/With (11-15 Teachers)	Consultant/With (16-Plus Teachers)
7	2.5	2.0	2.5	3.1	1.8
8	2.5	2.4	2.3	2.8	2.2
9	2.3	2.1	2.4	2.1	2.6
10	3.1	3.0	3.1	3.1	2.8
11	4.1	3.8	4.1	4.0	4.6
12	3.3	2.3	3.1	3.7	4.4
13	4.6	4.3	4.8	4.7	3.8
14	3.9	4.2	3.7	4.0	3.8
15	3.7	3.7	3.5	4.1	3.6
16	3.2	3.1	3.1	3.4	3.0
17	3.4	3.4	3.3	3.5	3.2
18	2.1	1.7	2.3	2.1	1.8
19	3.3	2.7	3.3	3.4	4.2
20	4.0	4.1	4.3	3.6	3.4
21	2.7	2.2	2.4	3.1	3.6
22	2.5	2.6	2.3	2.9	2.6
23	2.8	2.3	2.6	3.3	3.6

Code Numbers

	All Consultants	(1 - 5) Teachers	(6 - 10) Teachers	(11 - 15) Teachers	(16 plus) Teachers
Most Important	18	18	8, 18, 22	9, 18	7, 18
Least Important	13	13	13	13	11

Summarized Consultant Services, Functions or Activities

Code No.

7 Have consultant service available on a regular basis when implementing an innovative curriculum.

8 Answer specific questions about the description of lessons that are contained in the teachers' text.

9 Answer questions about equipment, obtain equipment, repair or replace equipment, set up equipment.

10 Demonstrate S-APA instruction for teachers, using small groups of students or a teacher's total class.

11 Measure student achievement to insure that the curriculum does promote the desired student educational development.

12 Observe the classroom teacher while she teaches a lesson from the curriculum, then describe and constructively discuss the teacher's performance in a conference immediately following the lesson.

13 Interpret the program to various administrators, parents, PTA, school visitors, etc., in your school district.

14 Work with a small group of children in the classroom to evaluate the effectiveness of a specific lesson from the curriculum (evaluate the curriculum itself)

15 Assist the teacher to set quantity and quality goals for the amount of the curriculum to be taught in a school year.

16 Assist the teacher in modifying lessons in the curriculum to best fit the needs of the children in that classroom.

17 Meet with teachers on a grade level basis after school or during planning periods to supply continuing inservice experiences in the new curriculum.

18 Answer teacher questions about the general subject matter (science questions).

19 Assist the teacher to employ teaching techniques and classroom management strategies that foster regular, active student interaction with the materials of the curriculum.

20 Assist teachers in developing new learning experiences for children that help transfer skills and knowledge acquired from the new curriculum to their reading, language arts, math, and social studies experiences.

21 Is more effective in the classroom working cooperatively with teacher and students or more effective in the conference room discussing the program with the teacher.

22 Is more effective when the teachers are teaching S-APA or when they are not teaching S-APA on the day of his visit.

23 Is more beneficial to the students for the consultant to occasionally "team up" with the teacher so that the class is taught by the teacher and the consultant during a lesson.

Table 249:

"Consultants' Perceptions of Consultant Utilization (Degree Status)"

Consultant Services (code numbers)	Mean Numerical Response		
	All Consultants	Consultants With Doctorate	Consultants Without Doctorate
7	2.5	2.1	2.7
8	2.5	1.8	2.6
9	2.3	1.9	2.4
10	3.1	2.5	3.2
11	4.1	3.5	4.2
12	3.3	2.4	3.5
13	4.6	4.7	4.6
14	3.9	3.8	3.9
15	3.7	3.5	3.8
16	3.2	2.9	3.3
17	3.4	2.5	3.6
18	2.1	1.8	2.1
19	3.3	2.5	3.6
20	4.0	3.6	4.1
21	2.7	1.8	2.9
22	2.5	1.9	2.7
23	2.8	2.0	3.0

Code Numbers

	All Consultants	Pa. Consultants	N.Y. Consultants
Most Important	18	8, 18, 21	18
Least Important	13	13	13

Summarized Consultant Services, Functions or Activities

Code No.

7 Have consultant service available on a regular basis when implementing an innovative curriculum.

8 Answer specific questions about the description of lessons that are contained in the teachers' text.

9 Answer questions about equipment, obtain equipment, repair or replace equipment, set up equipment.

10 Demonstrate S-APA instruction for teachers, using small groups of students or a teacher's total class.

11 Measure student achievement to insure that the curriculum does promote the desired student educational development.

12 Observe the classroom teacher while she teaches a lesson from the curriculum, then describe and constructively discuss the teacher's performance in a conference immediately following the lesson.

13 Interpret the program to various administrators, parents, PTA, school visitors, etc., in your school district.

14 Work with a small group of children in the classroom to evaluate the effectiveness of a specific lesson from the curriculum (evaluate the curriculum itself)

15 Assist the teacher to set quantity and quality goals for the amount of the curriculum to be taught in a school year.

16 Assist the teacher in modifying lessons in the curriculum to best fit the needs of the children in that classroom.

17 Meet with teachers on a grade level basis after school or during planning periods to supply continuing inservice experiences in the new curriculum.

18 Answer teacher questions about the general subject matter (science questions).

19 Assist the teacher to employ teaching techniques and classroom management strategies that foster regular, active student interaction with the materials of the curriculum.

20 Assist teachers in developing new learning experiences for children that help transfer skills and knowledge acquired from the new curriculum to their reading, language arts, math, and social studies experiences.

21 Is more effective in the classroom working cooperatively with teacher and students or more effective in the conference room discussing the program with the teacher.

22 Is more effective when the teachers are teaching S-APA or when they are not teaching S-APA on the day of his visit.

23 Is more beneficial to the students for the consultant to occasionally "team up" with the teacher so that the class is taught by the teacher and the consultant during a lesson.

Table 250:

"Consultants' Perceptions of Consultant Utilization (Academic Rank)"

Consultant Services (code numbers)	Mean Numerical Response					
	All Consultants	Instructors	Assistant Professor	Associate Professor	Full Professor	ERIE Staff
7	2.5	2.7	2.7	2.2	2.1	3.1
8	2.5	3.4	2.5	1.9	2.4	2.8
9	2.3	2.4	2.7	2.0	2.1	2.3
10	3.1	3.4	3.5	2.9	3.0	2.7
11	4.1	4.9	4.0	3.3	4.0	5.0
12	3.3	3.7	3.4	2.2	3.0	5.0
13	4.6	4.1	4.8	4.4	4.8	4.9
14	3.9	4.7	4.1	3.8	3.8	3.4
15	3.7	3.9	3.4	2.9	4.3	4.8
16	3.2	4.3	2.8	2.5	3.1	4.2
17	3.4	4.6	3.8	2.9	2.5	3.5
18	2.1	2.9	2.0	1.8	2.0	2.2
19	3.3	3.7	3.7	2.6	3.0	4.1
20	4.0	4.9	4.0	3.6	3.8	4.2
21	2.7	3.1	2.7	2.6	1.9	3.2
22	2.5	3.0	3.0	1.7	1.6	3.8
23	2.8	3.9	3.1	2.2	1.8	3.8

Code Numbers

	All Consultants	Instructors	Assistant Professors	Associate Professors	Full Professors	ERIE Staff
Most Important	18	9	18	22	22	18
Least Important	13	11, 20	13	13	13	11, 12

Summarized Consultant Services, Functions or Activities

Code No.

7 Have consultant service available on a regular basis when implementing an innovative curriculum.

8 Answer specific questions about the description of lessons that are contained in the teachers' text.

9 Answer questions about equipment, obtain equipment, repair or replace equipment, set up equipment.

10 Demonstrate S-APA instruction for teachers, using small groups of students or a teacher's total class.

11 Measure student achievement to insure that the curriculum does promote the desired student educational development.

12 Observe the classroom teacher while she teaches a lesson from the curriculum, then describe and constructively discuss the teacher's performance in a conference immediately following the lesson.

13 Interpret the program to various administrators, parents, PTA, school visitors, etc., in your school district.

14 Work with a small group of children in the classroom to evaluate the effectiveness of a specific lesson from the curriculum (evaluate the curriculum itself)

15 Assist the teacher to set quantity and quality goals for the amount of the curriculum to be taught in a school year.

16 Assist the teacher in modifying lessons in the curriculum to best fit the needs of the children in that classroom.

17 Meet with teachers on a grade level basis after school or during planning periods to supply continuing inservice experiences in the new curriculum.

18 Answer teacher questions about the general subject matter (science questions).

19 Assist the teacher to employ teaching techniques and classroom management strategies that foster regular, active student interaction with the materials of the curriculum.

20 Assist teachers in developing new learning experiences for children that help transfer skills and knowledge acquired from the new curriculum to their reading, language arts, math, and social studies experiences.

21 Is more effective in the classroom working cooperatively with teacher and students or more effective in the conference room discussing the program with the teacher.

22 Is more effective when the teachers are teaching S-APA or when they are not teaching S-APA on the day of his visit.

23 Is more beneficial to the students for the consultant to occasionally "team up" with the teacher so that the class is taught by the teacher and the consultant during a lesson.

Table251:

"Consultants' Perceptions of Consultant Utilization (Teaching Specialty)"

Consultant Services (code numbers)	Mean Numerical Response			
	All Consultants	Science Teachers	Science Methods Teachers	Elementary Methods Teachers
7	2.5	2.7	2.5	2.5
8	2.5	2.6	2.2	2.7
9	2.3	2.4	2.0	2.5
10	3.1	3.6	2.6	2.9
11	4.1	4.4	3.6	4.2
12	3.3	3.3	3.2	3.4
13	4.6	5.2	4.7	3.8
14	3.9	4.2	3.4	4.1
15	3.7	3.8	3.7	3.6
16	3.2	3.2	3.1	3.3
17	3.4	3.7	2.8	3.7
18	2.1	2.1	1.8	2.4
19	3.3	3.6	3.3	3.1
20	4.0	4.0	3.7	4.3
21	2.7	2.6	2.8	2.7
22	2.5	2.3	2.8	2.5
23	2.8	2.8	2.8	2.9

Code Numbers

	All Consultants	Science Teachers	Science Methods Teachers	Elementary Methods Teachers
Most Important	18	18	18	18
Least Important	13	13	13	20

Summarized Consultant Services, Functions or Activities

Code No.

7 Have consultant service available on a regular basis when implementing an innovative curriculum.

8 Answer specific questions about the description of lessons that are contained in the teachers' text.

9 Answer questions about equipment, obtain equipment, repair or replace equipment, set up equipment.

10 Demonstrate S-APA instruction for teachers, using small groups of students or a teacher's total class.

11 Measure student achievement to insure that the curriculum does promote the desired student educational development.

12 Observe the classroom teacher while she teaches a lesson from the curriculum, then describe and constructively discuss the teacher's performance in a conference immediately following the lesson.

13 Interpret the program to various administrators, parents, PTA, school visitors, etc., in your school district.

14 Work with a small group of children in the classroom to evaluate the effectiveness of a specific lesson from the curriculum (evaluate the curriculum itself)

15 Assist the teacher to set quantity and quality goals for the amount of the curriculum to be taught in a school year.

16 Assist the teacher in modifying lessons in the curriculum to best fit the needs of the children in that classroom.

17 Meet with teachers on a grade level basis after school or during planning periods to supply continuing inservice experiences in the new curriculum.

18 Answer teacher questions about the general subject matter (science questions).

19 Assist the teacher to employ teaching techniques and classroom management strategies that foster regular, active student interaction with the materials of the curriculum.

20 Assist teachers in developing new learning experiences for children that help transfer skills and knowledge acquired from the new curriculum to their reading, language arts, math, and social studies experiences.

21 Is more effective in the classroom working cooperatively with teacher and students or more effective in the conference room discussing the program with the teacher.

22 Is more effective when the teachers are teaching S-APA or when they are not teaching S-APA on the day of his visit.

23 Is more beneficial to the students for the consultant to occasionally "team up" with the teacher so that the class is taught by the teacher and the consultant during a lesson.

Table 252:

"Consultants' Perceptions of Consultant Utilization (RAN vs ERIE)"

Consultant Services (code numbers)	Mean Numerical Response		
	All Consultants	RAN Professors	ERIE Staff
7	2.5	2.4	3.1
8	2.5	2.4	2.8
9	2.3	2.3	2.3
10	3.1	3.1	2.7
11	4.1	3.9	5.0
12	3.3	2.9	5.0
13	4.6	4.5	4.9
14	3.9	4.0	3.4
15	3.7	3.4	4.8
16	3.2	2.9	4.2
17	3.4	3.4	3.5
18	2.1	2.1	2.2
19	3.3	3.1	4.1
20	4.0	3.9	4.2
21	2.7	2.6	3.2
22	2.5	2.2	3.8
23	2.8	2.6	3.8

Code Numbers

	All Consultants	RAN Professors	ERIE Staff
Most Important	18	18	18
Least Important	13	13	11, 12

Part IV

"Data Summary"

In this section an attempt has been made to bring together the mean-numerical-responses of those individuals within a given educational setting. It provides a general synthesis within the five settings of the groups' perceptions of how they assess the teacher's need for all the stated consultant services. This summary also contains the code numbers of the most important and least important consultant activities as perceived by and for the teachers by all three groups of educators.

Summarized Consultant Services, Functions or Activities

Code No.	
7	Have consultant service available on a regular basis when implementing an innovative curriculum.
8	Answer specific questions about the description of lessons that are contained in the teachers' text.
9	Answer questions about equipment, obtain equipment, repair or replace equipment, set up equipment.
10	Demonstrate S-APA instruction for teachers, using small groups of students or a teacher's total class.
11	Measure student achievement to insure that the curriculum does promote the desired student educational development.
12	Observe the classroom teacher while she teaches a lesson from the curriculum, then describe and constructively discuss the teacher's performance in a conference immediately following the lesson.
13	Interpret the program to various administrators, parents, PTA, school visitors, etc., in your school district.
14	Work with a small group of children in the classroom to evaluate the effectiveness of a specific lesson from the curriculum (evaluate the curriculum itself)
15	Assist the teacher to set quantity and quality goals for the amount of the curriculum to be taught in a school year.
16	Assist the teacher in modifying lessons in the curriculum to best fit the needs of the children in that classroom.
17	Meet with teachers on a grade level basis after school or during planning periods to supply continuing inservice experiences in the new curriculum.
18	Answer teacher questions about the general subject matter (science questions).
19	Assist the teacher to employ teaching techniques and classroom management strategies that foster regular, active student interaction with the materials of the curriculum.
20	Assist teachers in developing new learning experiences for children that help transfer skills and knowledge acquired from the new curriculum to their reading, language arts, math, and social studies experiences.
21	Is more effective in the classroom working cooperatively with teacher and students or more effective in the conference room discussing the program with the teacher.
22	Is more effective when the teachers are teaching S-APA or when they are not teaching S-APA on the day of his visit.
23	Is more beneficial to the students for the consultant to occasionally "team up" with the teacher so that the class is taught by the teacher and the consultant during a lesson.

Table 253

"Perceptions of Consultant Utilization by All Educators"

Consultant Services (code numbers)	Mean Numerical Response			
	All Educators	All Teachers	All Principals	All Consultants
7	2.1	2.0	2.0	2.5
8	2.0	2.2	2.5	2.5
9	2.1	2.2	2.8	2.3
10	2.1	2.0	2.1	3.1
11	2.4	2.7	3.2	4.1
12	2.6	2.6	2.9	3.3
13	2.4	2.4	3.3	4.6
14	2.5	2.7	3.2	3.9
15	2.6	2.6	2.9	3.7
16	2.5	2.6	2.6	3.2
17	2.3	2.5	1.9	3.4
18	2.3	2.5	2.3	2.1
19	2.5	2.8	2.8	3.3
20	2.5	2.6	2.8	4.0
21	2.7	2.8	2.6	2.7
22	2.4	2.3	2.3	2.5
23	2.3	2.6	2.6	2.8

Code Numbers

	All Educators	All Teachers	All Principals	All Consultants
Most Important	8	7, 10	17	18
Least Important	21	19, 21	13	13

Summarized Consultant Services, Functions or Activities

Code No.	
7	Have consultant service available on a regular basis when implementing an innovative curriculum.
8	Answer specific questions about the description of lessons that are contained in the teachers' text.
9	Answer questions about equipment, obtain equipment, repair or replace equipment, set up equipment.
10	Demonstrate S-APA instruction for teachers, using small groups of students or a teacher's total class.
11	Measure student achievement to insure that the curriculum does promote the desired student educational development.
12	Observe the classroom teacher while she teaches a lesson from the curriculum, then describe and constructively discuss the teacher's performance in a conference immediately following the lesson.
13	Interpret the program to various administrators, parents, PTA, school visitors, etc., in your school district.
14	Work with a small group of children in the classroom to evaluate the effectiveness of a specific lesson from the curriculum (evaluate the curriculum itself)
15	Assist the teacher to set quantity and quality goals for the amount of the curriculum to be taught in a school year.
16	Assist the teacher in modifying lessons in the curriculum to best fit the needs of the children in that classroom.
17	Meet with teachers on a grade level basis after school or during planning periods to supply continuing inservice experiences in the new curriculum.
18	Answer teacher questions about the general subject matter (science questions).
19	Assist the teacher to employ teaching techniques and classroom management strategies that foster regular, active student interaction with the materials of the curriculum.
20	Assist teachers in developing new learning experiences for children that help transfer skills and knowledge acquired from the new curriculum to their reading, language arts, math, and social studies experiences.
21	Is more effective in the classroom working cooperatively with teacher and students or more effective in the conference room discussing the program with the teacher.
22	Is more effective when the teachers are teaching S-APA or when they are not teaching S-APA on the day of his visit.
23	Is more beneficial to the students for the consultant to occasionally "team up" with the teacher so that the class is taught by the teacher and the consultant during a lesson.

Table 254

"Perceptions of Consultant Utilization by States (Pennsylvania)"

Consultant Services (code numbers)	Mean Numerical Response			
	All Educators	Pa. Teachers	Pa. Principals	Pa. Consultants
7	2.1	1.9	1.6	2.4
8	2.0	2.1	2.1	2.4
9	2.1	2.0	2.5	2.3
10	2.0	1.9	1.7	3.2
11	2.4	2.6	3.4	3.7
12	2.6	2.5	2.8	2.9
13	2.4	2.2	3.3	4.8
14	2.5	2.6	2.8	4.5
15	2.6	2.9	2.7	3.5
16	2.5	2.6	2.4	2.8
17	2.3	2.4	1.8	3.5
18	2.3	2.4	2.3	2.0
19	2.5	2.7	2.8	3.3
20	2.5	2.7	2.5	3.8
21	2.7	2.8	2.3	2.6
22	2.4	1.9	2.1	2.1
23	2.3	2.4	2.1	2.5

Code Numbers

	All Educators	Pa. Teachaers	Pa. Principals	Pa. Consultants
Most Important	8	7, 10, 22	7	18
Least Important	21	15	11	13

Summarized Consultant Services, Functions or Activities

Code No.	
7	Have consultant service available on a regular basis when implementing an innovative curriculum.
8	Answer specific questions about the description of lessons that are contained in the teachers' text.
9	Answer questions about equipment, obtain equipment, repair or replace equipment, set up equipment.
10	Demonstrate S-APA instruction for teachers, using small groups of students or a teacher's total class.
11	Measure student achievement to insure that the curriculum does promote the desired student educational development.
12	Observe the classroom teacher while she teaches a lesson from the curriculum, then describe and constructively discuss the teacher's performance in a conference immediately following the lesson.
13	Interpret the program to various administrators, parents, PTA, school visitors, etc., in your school district.
14	Work with a small group of children in the classroom to evaluate the effectiveness of a specific lesson from the curriculum (evaluate the curriculum itself)
15	Assist the teacher to set quantity and quality goals for the amount of the curriculum to be taught in a school year.
16	Assist the teacher in modifying lessons in the curriculum to best fit the needs of the children in that classroom.
17	Meet with teachers on a grade level basis after school or during planning periods to supply continuing inservice experiences in the new curriculum.
18	Answer teacher questions about the general subject matter (science questions).
19	Assist the teacher to employ teaching techniques and classroom management strategies that foster regular, active student interaction with the materials of the curriculum.
20	Assist teachers in developing new learning experiences for children that help transfer skills and knowledge acquired from the new curriculum to their reading, language arts, math, and social studies experiences.
21	Is more effective in the classroom working cooperatively with teacher and students or more effective in the conference room discussing the program with the teacher.
22	Is more effective when the teachers are teaching S-APA or when they are not teaching S-APA on the day of his visit.
23	Is more beneficial to the students for the consultant to occasionally "team up" with the teacher so that the class is taught by the teacher and the consultant during a lesson.

Table 255

"Perceptions of Consultant Utilization by States (New York)"

Consultant Services ode numbers)	Mean Numerical Response			
	All Educators	N. Y. Teachers	N. Y. Principals	N. Y. Consultants
7	2.1	2.1	2.5	2.7
8	2.0	2.1	3.1	2.5
9	2.1	2.2	3.0	2.3
10	2.0	2.1	2.4	2.9
11	2.4	2.8	3.4	4.3
12	2.6	2.5	2.9	3.6
13	2.4	2.5	3.5	4.5
14	2.5	2.6	4.0	3.5
15	2.6	2.3	3.4	3.8
16	2.5	2.5	3.0	3.5
17	2.3	2.2	2.2	3.3
18	2.3	2.4	2.6	2.1
19	2.5	2.4	3.2	3.4
20	2.5	2.3	3.2	4.1
21	2.7	2.9	3.4	2.8
22	2.4	2.3	2.4	2.8
23	2.3	2.7	3.0	3.1

Code Numbers

	All Educators	N.Y. Teachers	N.Y. Principals	N.Y. Consultants
Most Important	8	7, 8, 10	17	18
Least Important	21	21	14	13

Summarized Consultant Services, Functions or Activities

Code No.

7 Have consultant service available on a regular basis when implementing an innovative curriculum.

8 Answer specific questions about the description of lessons that are contained in the teachers' text.

9 Answer questions about equipment, obtain equipment, repair or replace equipment, set up equipment.

10 Demonstrate S-APA instruction for teachers, using small groups of students or a teacher's total class.

11 Measure student achievement to insure that the curriculum does promote the desired student educational development.

12 Observe the classroom teacher while she teaches a lesson from the curriculum, then describe and constructively discuss the teacher's performance in a conference immediately following the lesson.

13 Interpret the program to various administrators, parents, PTA, school visitors, etc., in your school district.

14 Work with a small group of children in the classroom to evaluate the effectiveness of a specific lesson from the curriculum (evaluate the curriculum itself)

15 Assist the teacher to set quantity and quality goals for the amount of the curriculum to be taught in a school year.

16 Assist the teacher in modifying lessons in the curriculum to best fit the needs of the children in that classroom.

17 Meet with teachers on a grade level basis after school or during planning periods to supply continuing inservice experiences in the new curriculum.

18 Answer teacher questions about the general subject matter (science questions).

19 Assist the teacher to employ teaching techniques and classroom management strategies that foster regular, active student interaction with the materials of the curriculum.

20 Assist teachers in developing new learning experiences for children that help transfer skills and knowledge acquired from the new curriculum to their reading, language arts, math, and social studies experiences.

21 Is more effective in the classroom working cooperatively with teacher and students or more effective in the conference room discussing the program with the teacher.

22 Is more effective when the teachers are teaching S-APA or when they are not teaching S-APA on the day of his visit.

23 Is more beneficial to the students for the consultant to occasionally "team up" with the teacher so that the class is taught by the teacher and the consultant during a lesson.

Table 256

"Perceptions of Consultant Utilization by School-Types (Pilot Schools)"

Consultant Services (code numbers)	Mean Numerical Response			
	All Educators	Pilot Teachers	Pilot Principals	Pilot Consultants
7	2.1	2.5	2.6	2.8
8	2.0	2.2	2.5	2.7
9	2.1	2.0	2.6	2.2
10	2.0	2.7	2.3	3.1
11	2.4	2.8	3.7	4.1
12	2.6	2.5	3.4	3.8
13	2.4	2.6	3.7	4.9
14	2.5	2.8	4.1	4.0
15	2.6	2.4	3.5	4.0
16	2.5	2.9	3.3	3.3
17	2.3	2.5	2.5	3.5
18	2.3	2.8	2.6	2.1
19	2.5	2.8	3.6	3.6
20	2.5	2.5	3.5	4.0
21	2.7	3.3	3.2	3.2
22	2.4	2.7	2.6	2.8
23	2.3	2.8	3.1	3.2

Code Numbers

	All Educators	Pilot Teachers	Pilot Principals	Pilot Consultants
Most Important	8	9	10	18
Least Important	21	21	14	13

Summarized Consultant Services, Functions or Activities

Code No.

7 Have consultant service available on a regular basis when implementing an innovative curriculum.

8 Answer specific questions about the description of lessons that are contained in the teachers' text.

9 Answer questions about equipment, obtain equipment, repair or replace equipment, set up equipment.

10 Demonstrate S-APA instruction for teachers, using small groups of students or a teacher's total class.

11 Measure student achievement to insure that the curriculum does promote the desired student educational development.

12 Observe the classroom teacher while she teaches a lesson from the curriculum, then describe and constructively discuss the teacher's performance in a conference immediately following the lesson.

13 Interpret the program to various administrators, parents, PTA, school visitors, etc., in your school district.

14 Work with a small group of children in the classroom to evaluate the effectiveness of a specific lesson from the curriculum (evaluate the curriculum itself)

15 Assist the teacher to set quantity and quality goals for the amount of the curriculum to be taught in a school year.

16 Assist the teacher in modifying lessons in the curriculum to best fit the needs of the children in that classroom.

17 Meet with teachers on a grade level basis after school or during planning periods to supply continuing inservice experiences in the new curriculum.

18 Answer teacher questions about the general subject matter (science questions).

19 Assist the teacher to employ teaching techniques and classroom management strategies that foster regular, active student interaction with the materials of the curriculum.

20 Assist teachers in developing new learning experiences for children that help transfer skills and knowledge acquired from the new curriculum to their reading, language arts, math, and social studies experiences.

21 Is more effective in the classroom working cooperatively with teacher and students or more effective in the conference room discussing the program with the teacher.

22 Is more effective when the teachers are teaching S-APA or when they are not teaching S-APA on the day of his visit.

23 Is more beneficial to the students for the consultant to occasionally "team up" with the teacher so that the class is taught by the teacher and the consultant during a lesson.

Table 257

"Perceptions of Consultant Utilization by School-Types (Demo Schools)"

Consultant Services (code numbers)	Mean Numerical Response			
	All Educators	Demo Teachers	Demo Principals	Demo Consultants
7	2.1	1.9	1.6	2.4
8	2.0	2.2	2.9	2.3
9	2.1	2.2	3.0	2.3
10	2.0	1.9	1.8	3.0
11	2.4	2.7	3.1	4.0
12	2.6	2.5	2.3	2.9
13	2.4	2.4	3.2	4.4
14	2.5	2.6	2.7	3.8
15	2.6	2.6	2.7	3.4
16	2.5	2.4	2.1	3.1
17	2.3	2.2	1.6	3.3
18	2.3	2.3	2.3	2.0
19	2.5	2.5	2.3	3.1
20	2.5	2.5	2.1	4.0
21	2.7	2.7	2.7	2.3
22	2.4	1.9	1.9	2.3
23	2.3	2.4	1.9	2.5

Code Numbers

	All Educators	Demo Teachers	Demo Principals	Demo Consultants
Most Important	8	7, 10, 22	7, 17	8, 9, 21, 22
Least Important	21	11, 21	9	13

APPENDIX

The points elaborated upon and the data tables presented in this report are only a few of many that can be extracted from the multitude of existing possibilities. Because of economic and time constraints, the data have not been presented as a result of stringent and sophisticated statistical treatments. This appendix has been provided for those who wish to pursue a more thorough or comprehensive study. The appendix contains the original questionnaires administered to teachers, principals and consultants. One will also find copies of the initial computer printouts associated with the responses of teachers, principals and consultants delineating sum of squares, means, standard deviations, number of individuals, and variances.

Questionnaire and Computer Printout

"Consultant Utilization Preferences"

(Teachers)

EASTERN REGIONAL INSTITUTE FOR EDUCATION Aug. 1969

CONSULTANT UTILIZATION PREFERENCES

1. Name of your school: ________________________ School Dist. ________________

2. Grade you teach: ______________

3. Age: (check one) 21-30____, 31-40____, 41-50____, 51-60____, 61+____

4. Years of teaching experience: _____________(mark "0" if beginning teacher)

5. Highest degree received: B.S. or B.A. ___, M.A. or M.S. ___, M.A. or M.S.+___, Doctorate ___

6. Do you have either "outside" or "local district" consultant service available to you in your classroom in the following curricular areas?

		Circle One	If yes, how often?
(a)	Reading	Yes No	____________________
(b)	Arithmetic	Yes No	____________________
(c)	Social Studies	Yes No	____________________
(d)	Handwriting	Yes No	____________________
(e)	English Grammar & Literature	Yes No	____________________
(f)	Science (do not include ERIE)	Yes No	____________________

7. How important is it to you to have consultant service available on a regular basis when you are implementing an innovative curriculum in your own classroom?

1	2	3	4	5	6	7
Extremely necessary to have consultant service						There is no need for any consultant service

A consultant probably should serve several functions in a school when teachers are implementing an innovative curriculum. ON EACH OF THE FOLLOWING CONTINUUM ITEMS, PLEASE MARK THE DEGREE TO WHICH THE FUNCTION IS IMPORTANT TO YOU.

8. Answer specific questions about the description of lessons that are contained in the teachers text (syllabus).

1	2	3	4	5	6	7
Very important						Unimportant

9. Answer questions about equipment, obtain equipment, repair or replace equipment, set up equipment.

1	2	3	4	5	6	7
Very Important						Unimportant

10. Demonstrate S-APA instruction for teachers, using small groups of students or a teacher's total class.

1 2 3 4 5 6 7
Very important Unimportant

11. Measure student achievement to insure that the curriculum does promote the desired student educational development.

1 2 3 4 5 6 7
Very important Unimportant

12. Observe the classroom teacher while she teaches a lesson from the curriculum, then describe and constructively discuss the teacher's performance in a conference immediately following the lesson.

1 2 3 4 5 6 7
Very important Unimportant

13. Interpret the program to various administrators, parents, PTA, school visitors, etc., in your school district.

1 2 3 4 5 6 7
Very important Unimportant

14. Work with a small group of children in the classroom to evaluate the effectiveness of a specific lesson from the curriculum (evaluate the curriculum itself).

1 2 3 4 5 6 7
Very important Unimportant

15. Assist the teacher to set quantity and quality goals for the amount of the curriculum to be taught in a school year.

1 2 3 4 5 6 7
Very important Unimportant

16. Assist the teacher in modifying lessons in the curriculum to best fit the needs of the children in that classroom.

1 2 3 4 5 6 7
Very important Unimportant

17. Meet with teachers on a grade level basis after school or during planning periods to supply continuing inservice experiences in the new curriculum.

1 2 3 4 5 6 7
Very important Unimportant

18. Answer teacher questions about the general subject matter area (science questions) upon which the innovative curriculum is based. For example, serve as the "science expert" and handle questions about "science."

1 2 3 4 5 6 7
Very important Unimportant

19. Assist the teacher to employ teaching techniques and classroom management strategies that foster regular, active student interaction with the materials of the curriculum.

1 2 3 4 5 6 7
Very important — Unimportant

20. Assist teachers in developing new learning experiences for children that help transfer skills and knowledge acquired from the new curriculum to their reading, language arts, math, and social studies experiences.

1 2 3 4 5 6 7
Very important — Unimportant

21. Do you think a consultant can be more effective in the classroom working cooperatively with teacher and students or more effective in the conference room discussing the program with the teacher?

1 2 3 4 5 6 7
More effective in classroom — More effective away from classroom

22. Do you think the consultant's time is used more effectively when the teachers are teaching S-APA or when they are not teaching S-APA on the day he is working in their school?

1 2 3 4 5 6 7
More effective when teaching S-APA — More effective when not teaching S-APA

23. Do you think it is beneficial to the students for the consultant to occasionally "team up" with the teacher so that the class is taught by the teacher and the consultant during a lesson.

1 2 3 4 5 6 7
Very beneficial — Not beneficial

24. How interested are you in becoming a consultant or teacher-leader in your school or school district in order to assist fellow teachers to implement S-APA in the classroom?

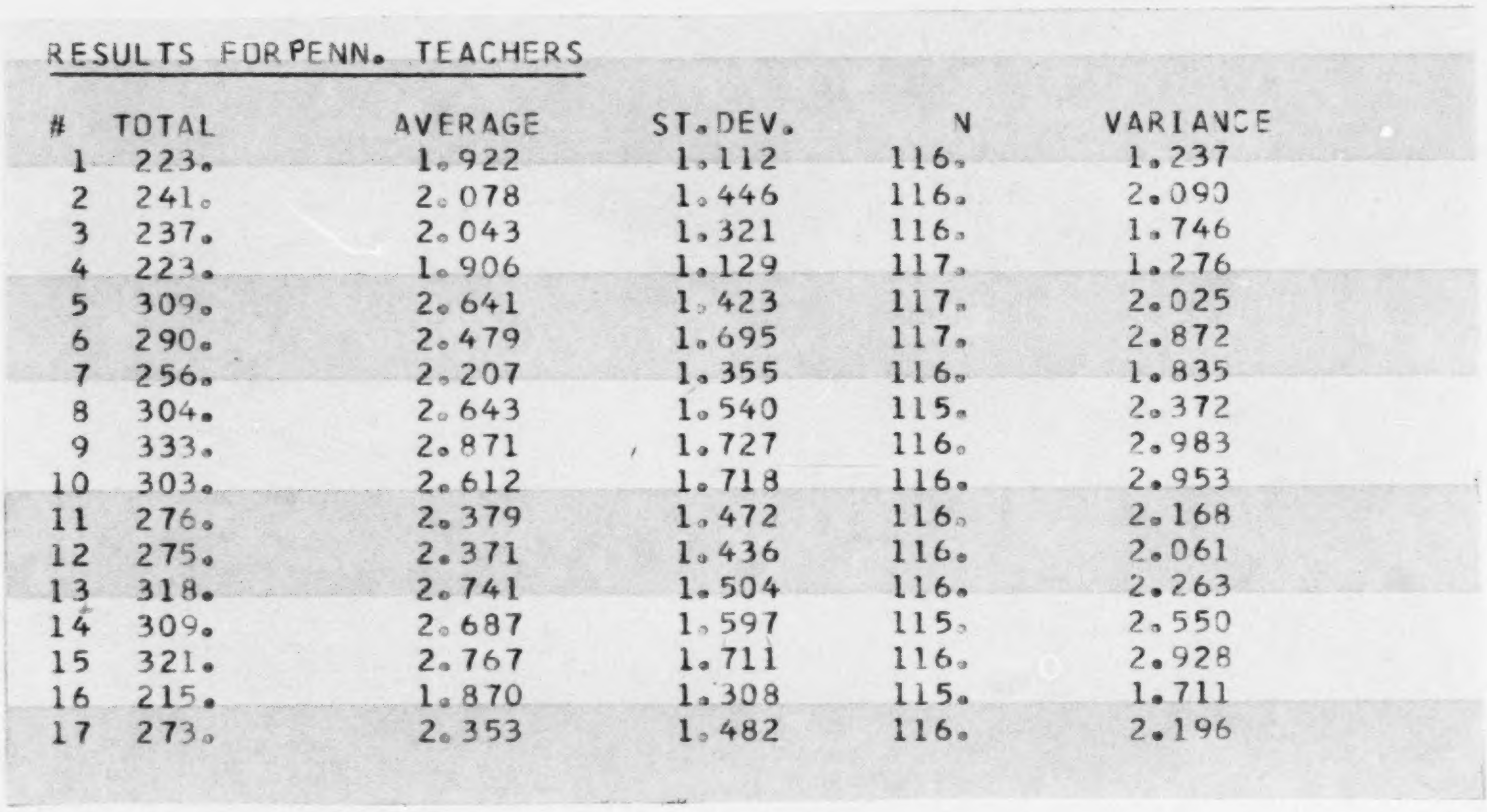
1 2 3 4 5 6 7
Very interested in consultant opportunities — Not interested in consultant opportunities

RESULTS FORALL EDUCATORS

#	TOTAL	AVERAGE	ST.DEV.	N	VARIANCE
1	716.	2.125	1.243	337.	1.544
2	674.	2.012	1.322	335.	1.748
3	711.	2.122	1.446	335.	2.090
4	679.	2.015	1.319	337.	1.741
5	797.	2.358	1.459	338.	2.130
6	865.	2.559	1.626	338.	2.645
7	823.	2.442	1.565	337.	2.450
8	827.	2.469	1.498	335.	2.244
9	864.	2.579	1.584	335.	2.508
10	842.	2.506	1.637	336.	2.681
11	786.	2.339	1.488	336.	2.213
12	765.	2.277	1.399	336.	1.956
13	831.	2.473	1.506	336.	2.268
14	841.	2.510	1.569	335.	2.460
15	896.	2.683	1.711	334.	2.926
16	798.	2.396	1.655	333.	2.740
17	775.	2.320	1.619	334.	2.621

RESULTS FORALL TEACHERS

#	TOTAL	AVERAGE	ST.DEV.	N	VARIANCE
1	487.	2.029	1.215	240.	1.476
2	518.	2.158	1.399	240.	1.958
3	519.	2.154	1.325	241.	1.755
4	489.	2.037	1.183	240.	1.400
5	652.	2.717	1.496	240.	2.237
6	613.	2.554	1.578	240.	2.491
7	583.	2.429	1.450	240.	2.104
8	641.	2.671	1.448	240.	2.096
9	629.	2.621	1.501	240.	2.253
10	619.	2.579	1.590	240.	2.529
11	589.	2.454	1.393	240.	1.939
12	604.	2.517	1.466	240.	2.150
13	663.	2.762	1.508	240.	2.274
14	629.	2.632	1.552	239.	2.410
15	668.	2.795	1.687	239.	2.844
16	550.	2.321	1.618	237.	2.617
17	614.	2.580	1.638	238.	2.683



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RESULTS FORPENN. TEACHERS

 #  TOTAL         AVERAGE      ST.DEV.        N        VARIANCE
 1   223.          1.922        1.112       116.        1.237
 2   241.          2.078        1.446       116.        2.090
 3   237.          2.043        1.321       116.        1.746
 4   223.          1.906        1.129       117.        1.276
 5   309.          2.641        1.423       117.        2.025
 6   290.          2.479        1.695       117.        2.872
 7   256.          2.207        1.355       116.        1.835
 8   304.          2.643        1.540       115.        2.372
 9   333.          2.871        1.727       116.        2.983
10   303.          2.612        1.718       116.        2.953
11   276.          2.379        1.472       116.        2.168
12   275.          2.371        1.436       116.        2.061
13   318.          2.741        1.504       116.        2.263
14   309.          2.687        1.597       115.        2.550
15   321.          2.767        1.711       116.        2.928
16   215.          1.870        1.308       115.        1.711
17   273.          2.353        1.482       116.        2.196
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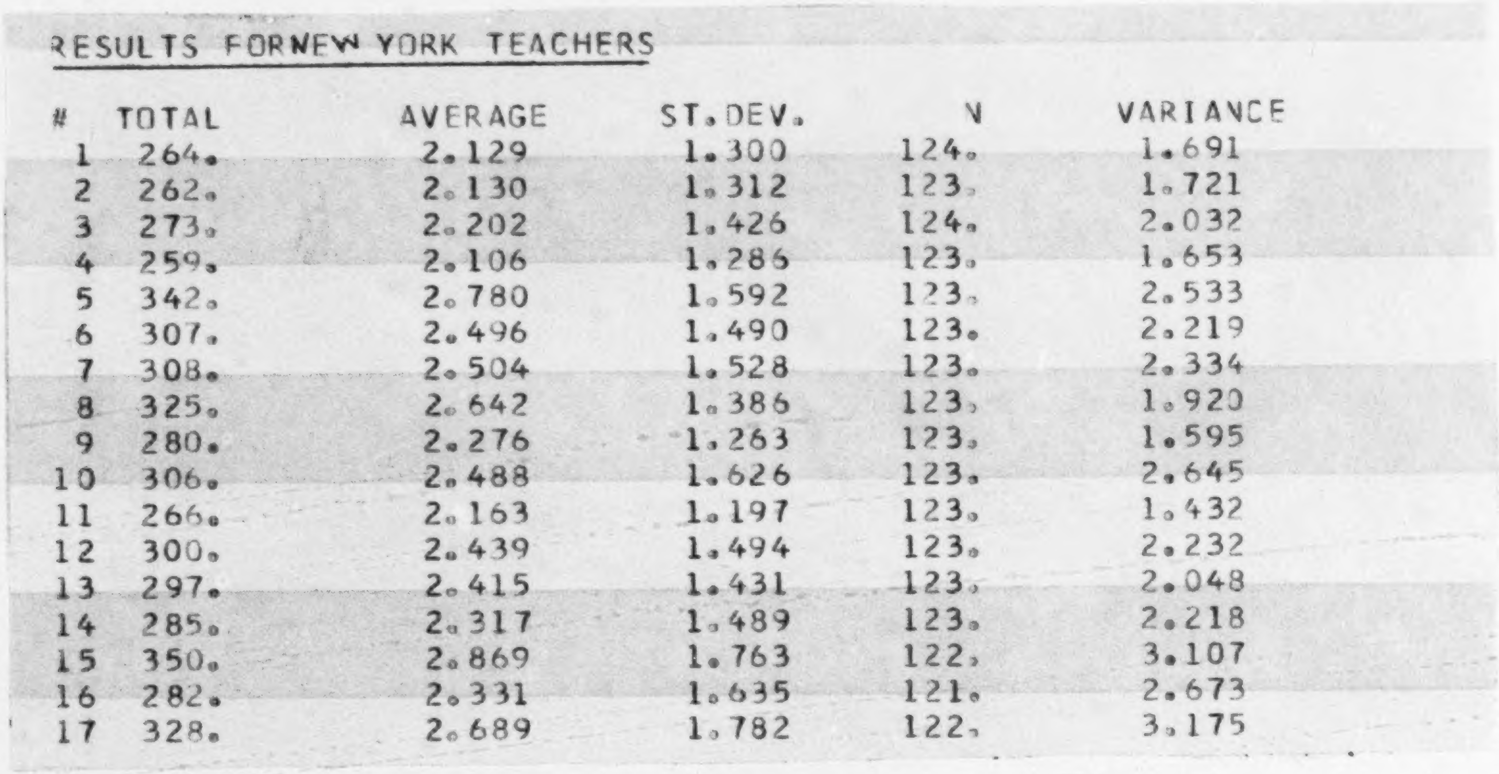

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RESULTS FORNEW YORK TEACHERS

 #  TOTAL         AVERAGE      ST.DEV.        N        VARIANCE
 1   264.          2.129        1.300       124.        1.691
 2   262.          2.130        1.312       123.        1.721
 3   273.          2.202        1.426       124.        2.032
 4   259.          2.106        1.286       123.        1.653
 5   342.          2.780        1.592       123.        2.533
 6   307.          2.496        1.490       123.        2.219
 7   308.          2.504        1.528       123.        2.334
 8   325.          2.642        1.386       123.        1.920
 9   280.          2.276        1.263       123.        1.595
10   306.          2.488        1.626       123.        2.645
11   266.          2.163        1.197       123.        1.432
12   300.          2.439        1.494       123.        2.232
13   297.          2.415        1.431       123.        2.048
14   285.          2.317        1.489       123.        2.218
15   350.          2.869        1.763       122.        3.107
16   282.          2.331        1.635       121.        2.673
17   328.          2.689        1.782       122.        3.175
```

RESULTS FOR PILOT SCHOOLS

TOTAL	AVERAGE	ST.DEV.	N	VARIANCE
78.	1.773	0.424	44.	0.180
45.	1.286	0.458	35.	0.210
43.	1.265	0.448	34.	0.201
42.	1.235	0.431	34.	0.185
38.	1.152	0.364	33.	0.133
56.	1.474	0.506	38.	0.256
125.	2.500	1.502	50.	2.255
109.	2.180	1.155	50.	1.334
101.	2.020	1.186	50.	1.408
133.	2.660	1.560	50.	2.433
139.	2.780	1.529	50.	2.338
125.	2.500	1.359	50.	1.847
130.	2.600	1.355	50.	1.837
138.	2.760	1.238	50.	1.533
122.	2.440	1.013	50.	1.027
143.	2.860	1.591	50.	2.531
126.	2.520	1.344	50.	1.806
142.	2.840	1.583	50.	2.504
142.	2.840	1.390	50.	1.933
126.	2.520	1.199	50.	1.438
165.	3.300	1.982	50.	3.929
133.	2.714	1.658	49.	2.750
142.	2.840	1.557	50.	2.423
208.	4.160	2.289	50.	5.239

RESULTS FOR DEMONSTRATION SCHOOLS

TOTAL	AVERAGE	ST.DEV.	N	VARIANCE
354.	1.825	0.381	194.	0.145
200.	1.351	0.479	148.	0.229
188.	1.279	0.450	147.	0.202
215.	1.405	0.493	153.	0.243
149.	1.183	0.388	126.	0.150
202.	1.393	0.490	145.	0.240
398.	1.886	1.098	211.	1.206
456.	2.171	1.474	210.	2.171
470.	2.227	1.488	211.	2.215
391.	1.853	1.066	211.	1.135
578.	2.739	1.562	211.	2.441
524.	2.483	1.637	211.	2.679
502.	2.390	1.547	210.	2.392
550.	2.632	1.514	209.	2.291
549.	2.614	1.637	210.	2.678
513.	2.443	1.651	210.	2.726
451.	2.148	1.306	210.	1.705
483.	2.300	1.445	210.	2.087
524.	2.495	1.507	210.	2.270
511.	2.445	1.605	209.	2.575
566.	2.708	1.672	209.	2.794
405.	1.947	1.422	208.	2.021
501.	2.397	1.632	209.	2.664
838.	4.029	2.182	208.	4.762

RESULTS FOR GRADE LEVELS

RESULTS FOR RESULTS FOR THE KINDERGARTEN

#	TOTAL	AVERAGE	ST.DEV.	N	VARIANCE
1	75.	1.786	0.415	42.	0.172
2	45.	1.452	0.506	31.	0.256
3	44.	1.419	0.502	31.	0.252
4	45.	1.452	0.506	31.	0.256
5	33.	1.320	0.476	25.	0.227
6	46.	1.533	0.507	30.	0.257
7	91.	1.936	1.169	47.	1.365
8	94.	2.000	1.319	47.	1.739
9	89.	1.894	1.402	47.	1.967
10	89.	1.854	1.288	48.	1.659
11	122.	2.542	1.515	48.	2.296
12	107.	2.229	1.533	48.	2.351
13	95.	2.021	1.242	47.	1.543
14	106.	2.304	1.396	46.	1.950
15	118.	2.511	1.572	47.	2.473
16	110.	2.340	1.619	47.	2.621
17	85.	1.809	1.173	47.	1.376
18	96.	2.043	1.444	47.	2.085
19	95.	2.021	1.343	47.	1.804
20	96.	2.043	1.334	47.	1.781
21	115.	2.447	1.442	47.	2.079
22	89.	1.894	1.521	47.	2.315
23	111.	2.362	1.621	47.	2.627
24	179.	3.809	2.193	47.	4.810

RESULTS FOR RESULTS FOR THE FIRST GRADE

#	TOTAL	AVERAGE	ST.DEV.	N	VARIANCE
1	120.	1.875	0.333	64.	0.111
2	65.	1.354	0.483	48.	0.234
3	58.	1.261	0.444	46.	0.197
4	80.	1.455	0.503	55.	0.253
5	50.	1.163	0.374	43.	0.140
6	68.	1.360	0.485	50.	0.235
7	138.	1.971	1.167	70.	1.361
8	142.	2.058	1.523	69.	2.320
9	157.	2.243	1.459	70.	2.129
10	125.	1.812	0.928	69.	0.861
11	189.	2.739	1.531	69.	2.343
12	168.	2.435	1.640	69.	2.691
13	157.	2.275	1.484	69.	2.202
14	186.	2.696	1.468	69.	2.155
15	175.	2.536	1.558	69.	2.429
16	178.	2.580	1.794	69.	3.218
17	161.	2.333	1.280	69.	1.637
18	169.	2.449	1.461	69.	2.133
19	190.	2.754	1.489	69.	2.218
20	185.	2.721	1.683	68.	2.831
21	184.	2.706	1.788	68.	3.196
22	129.	1.897	1.351	68.	1.825
23	144.	2.118	1.492	68.	2.225
24	284.	4.116	2.173	69.	4.722

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RESULTS FOR RESULTS FOR THE SECOND GRADE
#   TOTAL            AVERAGE        ST.DEV.        N         VARIANCE
 1   120.             1.818          0.389        66.          0.151
 2    69.             1.302          0.463        53.          0.215
 3    64.             1.208          0.409        53.          0.168
 4    70.             1.346          0.480        52.          0.231
 5    48.             1.091          0.291        44.          0.085
 6    64.             1.306          0.466        49.          0.217
 7   127.             1.868          1.050        68.          1.102
 8   148.             2.176          1.445        68.          2.088
 9   149.             2.191          1.406        68.          1.978
10   129.             1.897          1.095        68.          1.198
11   195.             2.868          1.544        68.          2.385
12   192.             2.824          1.795        68.          3.222
13   178.             2.618          1.630        68.          2.658
14   194.             2.853          1.651        68.          2.724
15   193.             2.838          1.817        68.          3.302
16   175.             2.574          1.678        68.          2.815
17   166.             2.441          1.470        68.          2.161
18   163.             2.397          1.394        68.          1.944
19   183.             2.691          1.567        68.          2.455
20   179.             2.632          1.761        68.          3.102
21   201.             2.956          1.705        68.          2.908
22   140.             2.090          1.485        67.          2.204
23   198.             2.912          1.810        68.          3.276
24   318.             4.746          2.070        67.          4.283
RESULTS FOR RESULTS FOR THE THIRD GRADE
#   TOTAL            AVERAGE        ST.DEV.        N         VARIANCE
 1     6.             1.500          0.577         4.          0.333
 2     4.             1.000          0.0           4.          0.0
 3     5.             1.250          0.500         4.          0.250
 4     5.             1.250          0.500         4.          0.250
 5     5.             1.250          0.500         4.          0.250
 6     4.             1.333          0.577         3.          0.333
 7    10.             1.667          0.516         6.          0.267
 8    14.             2.333          1.366         6.          1.867
 9    15.             2.500          1.378         6.          1.900
10    12.             2.000          1.095         6.          1.200
11    11.             1.833          0.408         6.          0.167
12    11.             1.833          0.753         6.          0.567
13     9.             1.500          0.548         6.          0.300
14    10.             1.667          0.816         6.          0.667
15    10.             1.667          0.816         6.          0.667
16     8.             1.333          0.516         6.          0.267
17     8.             1.333          0.516         6.          0.267
18    10.             1.667          0.816         6.          0.667
19    10.             1.667          0.816         6.          0.667
20     9.             1.500          0.548         6.          0.300
21    13.             2.167          1.472         6.          2.167
22    10.             1.667          0.516         6.          0.267
23     9.             1.500          0.548         6.          0.300
24    12.             2.000          0.632         6.          0.400
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RESULTS FOR RESULTS FOR THE FOURTH GRADE
#  TOTAL           AVERAGE        ST.DEV.          N         VARIANCE
 1    18.           1.800          0.422          10.          0.178
 2     8.           1.143          0.378           7.          0.143
 3     7.           1.167          0.408           6.          0.167
 4    10.           1.429          0.535           7.          0.286
 5     6.           1.000          0.0             6.          0.0
 6    11.           1.375          0.518           8.          0.268
 7    37.           2.846          1.676          13.          2.808
 8    23.           1.769          1.092          13.          1.192
 9    28.           2.154          1.772          13.          3.141
10    40.           3.077          1.977          13.          3.910
11    41.           3.154          1.625          13.          2.641
12    42.           3.231          1.739          13.          3.026
13    37.           2.846          1.676          13.          2.808
14    34.           2.615          1.325          13.          1.756
15    28.           2.154          0.987          13.          0.974
16    33.           2.538          1.808          13.          3.269
17    29.           2.231          1.013          13.          1.026
18    27.           2.077          1.656          13.          2.744
19    37.           2.846          1.573          13.          2.474
20    37.           2.846          1.625          13.          2.641
21    48.           3.692          2.394          13.          5.731
22    44.           3.385          2.256          13.          5.090
23    38.           2.923          2.060          13.          4.244
24    62.           4.769          2.386          13.          5.692
RESULTS FOR RESULTS FO THE FIFTH GRADE
#  TOTAL           AVERAGE        ST.DEV.          N         VARIANCE
 1    58.           1.758          0.435          33.          0.189
 2    35.           1.296          0.465          27.          0.217
 3    34.           1.259          0.447          27.          0.199
 4    30.           1.154          0.368          26.          0.135
 5    30.           1.154          0.368          26.          0.135
 6    43.           1.483          0.509          29.          0.259
 7    84.           2.333          1.434          36.          2.057
 8    82.           2.278          1.137          36.          1.292
 9    72.           2.000          0.926          36.          0.857
10    87.           2.417          1.273          36.          1.621
11    93.           2.583          1.461          36.          2.136
12    77.           2.139          0.931          36.          0.866
13    88.           2.444          1.182          36.          1.397
14    99.           2.750          1.180          36.          1.393
15    89.           2.472          0.941          36.          0.885
16   105.           2.917          1.500          36.          2.250
17    93.           2.583          1.442          36.          2.079
18   110.           3.056          1.472          36.          2.168
19   100.           2.778          1.312          36.          1.721
20    88.           2.444          0.998          36.          0.997
21   110.           3.056          1.739          36.          3.025
22    85.           2.429          1.335          35.          1.782
23   101.           2.806          1.390          36.          1.933
24   144.           4.000          2.255          36.          5.086
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RESULTS FOR  AGE LEVEL
RESULTS FOR RESULTS FOR AGES 21 - 30
#  TOTAL           AVERAGE      ST.DEV.         N         VARIANCE
 1  197.            1.791        0.409        110.          0.167
 2  112.            1.287        0.455         87.          0.207
 3  106.            1.247        0.434         85.          0.188
 4  113.            1.299        0.460         87.          0.212
 5   83.            1.092        0.291         76.          0.085
 6  113.            1.345        0.478         84.          0.229
 7  252.            2.154        1.270        117.          1.614
 8  267.            2.282        1.395        117.          1.946
 9  253.            2.162        1.259        117.          1.585
10  251.            2.164        1.215        116.          1.477
11  327.            2.819        1.442        116.          2.080
12  286.            2.466        1.552        116.          2.407
13  284.            2.448        1.447        116.          2.093
14  324.            2.793        1.436        116.          2.061
15  309.            2.664        1.503        116.          2.260
16  305.            2.629        1.747        116.          3.053
17  278.            2.397        1.344        116.          1.807
18  291.            2.509        1.442        116.          2.078
19  313.            2.698        1.482        116.          2.195
20  298.            2.569        1.511        116.          2.282
21  329.            2.836        1.744        116.          3.043
22  237.            2.079        1.458        114.          2.126
23  316.            2.724        1.645        116.          2.706
24  481.            4.183        2.130        115.          4.537
RESULTS FOR RESULTS FOR AGES 31 - 43
#  TOTAL           AVERAGE      ST.DEV.         N         VARIANCE
 1   65.            1.806        0.401         36.          0.161
 2   38.            1.407        0.501         27.          0.251
 3   36.            1.333        0.480         27.          0.231
 4   41.            1.464        0.508         28.          0.258
 5   31.            1.292        0.464         24.          0.216
 6   51.            1.594        0.499         32.          0.249
 7   72.            1.800        1.137         40.          1.292
 8   89.            2.225        1.625         40.          2.640
 9  100.            2.500        1.664         40.          2.769
10   78.            1.950        1.197         40.          1.433
11  124.            3.100        1.692         40.          2.862
12   86.            2.150        1.189         40.          1.413
13   87.            2.175        1.299         40.          1.687
14  113.            2.825        1.517         40.          2.302
15  100.            2.500        1.377         40.          1.897
16  102.            2.550        1.484         40.          2.203
17   85.            2.125        1.399         40.          1.958
18  101.            2.525        1.633         40.          2.666
19   99.            2.475        1.377         40.          1.897
20  101.            2.525        1.569         40.          2.461
21  115.            2.875        1.757         40.          3.087
22   77.            1.925        1.385         40.          1.917
23   82.            2.050        1.413         40.          1.997
24  164.            4.100        2.373         40.          5.631
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RESULTS FOR RESULTS FOR AGES 41 - 50

#	TOTAL	AVERAGE	ST.DEV.	N	VARIANCE
1	66.	1.886	0.323	35.	0.104
2	31.	1.348	0.487	23.	0.237
3	27.	1.174	0.388	23.	0.150
4	39.	1.444	0.506	27.	0.256
5	27.	1.227	0.429	22.	0.184
6	35.	1.400	0.500	25.	0.250
7	67.	1.763	1.051	38.	1.105
8	62.	1.632	1.101	38.	1.212
9	75.	1.974	1.461	38.	2.134
10	64.	1.684	1.188	38.	1.411
11	93.	2.447	1.639	38.	2.686
12	89.	2.342	1.494	38.	2.231
13	77.	2.026	1.365	38.	1.864
14	85.	2.237	1.667	38.	2.780
15	80.	2.105	1.485	38.	2.205
16	81.	2.132	1.597	38.	2.550
17	74.	1.947	1.038	38.	1.078
18	84.	2.211	1.492	38.	2.225
19	82.	2.158	1.346	38.	1.812
20	77.	2.026	1.197	38.	1.432
21	94.	2.541	1.538	37.	2.366
22	82.	2.158	1.748	38.	3.055
23	99.	2.605	1.809	38.	3.272
24	146.	3.946	2.068	37.	4.275

RESULTS FOR RESULTS FOR AGES 51 - 60

#	TOTAL	AVERAGE	ST.DEV.	N	VARIANCE
1	61.	1.848	0.364	33.	0.133
2	37.	1.321	0.476	28.	0.226
3	38.	1.357	0.488	28.	0.238
4	43.	1.483	0.509	29.	0.259
5	26.	1.182	0.395	22.	0.156
6	28.	1.273	0.456	22.	0.208
7	79.	2.079	1.194	38.	1.426
8	75.	1.974	1.241	38.	1.540
9	73.	1.921	1.343	38.	1.804
10	77.	1.974	1.246	39.	1.552
11	89.	2.282	1.255	39.	1.576
12	109.	2.795	1.936	39.	3.746
13	96.	2.526	1.704	38.	2.905
14	91.	2.459	1.192	37.	1.422
15	109.	2.868	1.773	38.	3.144
16	105.	2.763	1.715	38.	2.942
17	89.	2.342	1.457	38.	2.123
18	84.	2.211	1.398	38.	1.954
19	106.	2.789	1.647	38.	2.711
20	105.	2.838	1.893	37.	3.584
21	113.	2.974	1.852	38.	3.432
22	89.	2.342	1.512	38.	2.285
23	91.	2.395	1.685	38.	2.840
24	176.	4.513	2.304	39.	5.309

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RESULTS FOR  RESULTS FOR THOSE INDIVIDUALS WHO ARE OVER 60 YRS.
#  TOTAL          AVERAGE      ST.DEV.        N        VARIANCE
 1    8.           1.600       0.548         5.        0.300
 2    8.           1.600       0.548         5.        0.300
 3    5.           1.250       0.500         4.        0.250
 4    4.           1.000       0.0           4.        0.0
 5    5.           1.250       0.500         4.        0.250
 6    9.           1.500       0.548         6.        0.300
 7   17.           2.429       1.512         7.        2.286
 8   10.           1.667       1.033         6.        1.067
 9    9.           1.286       0.488         7.        0.238
10   12.           1.714       1.113         7.        1.238
11   18.           2.571       1.718         7.        2.952
12   27.           3.857       2.035         7.        4.143
13   20.           2.857       1.215         7.        1.476
14   16.           2.286       1.380         7.        1.905
15   15.           2.143       1.464         7.        2.143
16   16.           2.286       1.496         7.        2.238
17   16.           2.286       1.704         7.        2.905
18   15.           2.143       1.069         7.        1.143
19   15.           2.143       1.345         7.        1.810
20   13.           1.857       1.464         7.        2.143
21   20.           2.857       2.116         7.        4.476
22   12.           2.000       1.549         6.        2.400
23   13.           2.167       1.602         6.        2.567
24   32.           4.571       2.440         7.        5.952
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RESULTS FOR  YEARS OF TEACHING EXPERIENCE
RESULTS FOR NO TEACHING EXPERIENCE
#  TOTAL          AVERAGE      ST.DEV.        N        VARIANCE
 1   35.           1.750       0.444        20.        0.197
 2   15.           1.250       0.452        12.        0.205
 3   15.           1.364       0.505        11.        0.255
 4   19.           1.583       0.515        12.        0.265
 5   11.           1.222       0.441         9.        0.194
 6   19.           1.462       0.519        13.        0.269
 7   54.           2.000       1.177        27.        1.385
 8   48.           1.778       0.974        27.        0.949
 9   57.           2.111       1.450        27.        2.103
10   73.           2.704       1.660        27.        2.755
11   78.           2.889       1.502        27.        2.256
12   73.           2.704       1.564        27.        2.447
13   63.           2.333       1.359        27.        1.846
14   69.           2.556       1.340        27.        1.795
15   64.           2.370       1.573        27.        2.473
16   66.           2.444       1.908        27.        3.641
17   62.           2.296       1.514        27.        2.293
18   67.           2.481       1.602        27.        2.567
19   73.           2.704       1.706        27.        2.909
20   71.           2.630       1.668        27.        2.781
21   78.           2.889       1.783        27.        3.179
22   60.           2.308       1.517        26.        2.302
23   85.           3.148       1.936        27.        3.746
24  102.           3.923       1.917        26.        3.674
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RESULTS FOR 1 - 3 YEARS OF TEACHING EXPERIENCE

#	TOTAL	AVERAGE	ST.DEV.	N	VARIANCE
1	114.	1.781	0.417	64.	0.174
2	65.	1.250	0.437	52.	0.191
3	59.	1.180	0.388	50.	0.151
4	62.	1.240	0.431	50.	0.186
5	49.	1.089	0.288	45.	0.083
6	69.	1.353	0.483	51.	0.233
7	137.	2.108	1.288	65.	1.660
8	138.	2.123	1.218	65.	1.485
9	135.	2.077	1.203	65.	1.447
10	128.	1.969	1.015	65.	1.030
11	175.	2.692	1.357	65.	1.841
12	152.	2.338	1.439	65.	2.071
13	155.	2.385	1.366	65.	1.865
14	179.	2.754	1.381	65.	1.907
15	162.	2.492	1.336	65.	1.785
16	153.	2.354	1.576	65.	2.482
17	159.	2.446	1.426	65.	2.032
18	144.	2.215	1.053	65.	1.109
19	164.	2.523	1.371	65.	1.878
20	161.	2.477	1.404	65.	1.972
21	174.	2.677	1.582	65.	2.503
22	129.	2.016	1.442	64.	2.079
23	160.	2.462	1.501	65.	2.252
24	275.	4.231	2.163	65.	4.680

RESULTS FOR 4 - 10 YEARS OF TEACHING EXPERIENCE

#	TOTAL	AVERAGE	ST.DEV.	N	VARIANCE
1	109.	1.817	0.390	60.	0.152
2	65.	1.354	0.483	48.	0.234
3	66.	1.320	0.471	50.	0.222
4	64.	1.306	0.466	49.	0.217
5	59.	1.229	0.425	48.	0.180
6	62.	1.348	0.482	46.	0.232
7	139.	2.138	1.285	65.	1.652
8	160.	2.462	1.592	65.	2.534
9	156.	2.400	1.487	65.	2.213
10	127.	1.954	1.217	65.	1.482
11	194.	2.985	1.625	65.	2.640
12	155.	2.385	1.433	65.	2.053
13	155.	2.385	1.454	65.	2.115
14	180.	2.769	1.666	65.	2.774
15	176.	2.708	1.568	65.	2.460
16	173.	2.662	1.632	65.	2.665
17	144.	2.215	1.218	65.	1.484
18	172.	2.646	1.662	65.	2.763
19	167.	2.569	1.369	65.	1.874
20	156.	2.400	1.423	65.	2.025
21	189.	2.908	1.809	65.	3.273
22	123.	1.892	1.301	65.	1.691
23	166.	2.554	1.649	65.	2.720
24	252.	3.877	2.233	65.	4.985

RESULTS FOR 11 - 20 YEARS OF TEACHING EXPERIENCE

#	TOTAL	AVERAGE	ST.DEV.	N	VARIANCE
1	72.	1.846	0.366	39.	0.134
2	41.	1.414	0.501	29.	0.251
3	33.	1.222	0.424	27.	0.179
4	47.	1.469	0.507	32.	0.257
5	26.	1.130	0.344	23.	0.119
6	50.	1.563	0.504	32.	0.254
7	68.	1.619	0.825	42.	0.681
8	80.	1.905	1.511	42.	2.283
9	90.	2.143	1.507	42.	2.272
10	73.	1.738	0.939	42.	0.881
11	109.	2.595	1.654	42.	2.735
12	93.	2.214	1.631	42.	2.660
13	85.	2.024	1.405	42.	1.975
14	102.	2.429	1.399	42.	1.958
15	92.	2.190	1.383	42.	1.914
16	102.	2.429	1.655	42.	2.739
17	87.	2.071	1.314	42.	1.726
18	97.	2.310	1.473	42.	2.170
19	103.	2.452	1.565	42.	2.449
20	103.	2.452	1.699	42.	2.888
21	109.	2.595	1.712	42.	2.930
22	89.	2.119	1.685	42.	2.839
23	90.	2.143	1.458	42.	2.125
24	179.	4.262	2.242	42.	5.027

RESULTS FOR MORE THAN 20 YEARS OF TEACHING EXPERIENCE,

#	TOTAL	AVERAGE	ST.DEV.	N	VARIANCE
1	67.	1.861	0.351	36.	0.123
2	40.	1.379	0.494	29.	0.244
3	39.	1.345	0.484	29.	0.234
4	48.	1.500	0.508	32.	0.258
5	27.	1.174	0.388	23.	0.150
6	36.	1.333	0.480	27.	0.231
7	89.	2.171	1.302	41.	1.695
8	77.	1.925	1.248	40.	1.558
9	72.	1.756	1.220	41.	1.489
10	81.	1.976	1.294	41.	1.674
11	95.	2.317	1.368	41.	1.872
12	124.	3.024	1.930	41.	3.724
13	106.	2.650	1.673	40.	2.797
14	99.	2.538	1.393	39.	1.939
15	119.	2.975	1.819	40.	3.307
16	115.	2.875	1.742	40.	3.035
17	90.	2.250	1.316	40.	1.731
18	95.	2.375	1.596	40.	2.548
19	108.	2.700	1.588	40.	2.523
20	103.	2.641	1.784	39.	3.184
21	121.	3.103	1.875	39.	3.516
22	96.	2.462	1.668	39.	2.781
23	100.	2.564	1.803	39.	3.252
24	191.	4.775	2.247	40.	5.051

RESULTS FOR CATEGORIES OF HIGHEST DEGREE RECEIVED

RESULTS FOR THOSE TEACHERS WHO HAVE RECEIVED THEIR BS

#	TOTAL	AVERAGE	ST.DEV.	N	VARIANCE
1	327.	1.807	0.396	181.	0.157
2	188.	1.324	0.470	142.	0.221
3	177.	1.273	0.447	139.	0.200
4	191.	1.345	0.477	142.	0.228
5	136.	1.133	0.341	120.	0.117
6	188.	1.372	0.485	137.	0.235
7	413.	2.086	1.204	198.	1.449
8	418.	2.122	1.361	197.	1.852
9	418.	2.111	1.336	198.	1.785
10	407.	2.056	1.214	198.	1.474
11	528.	2.667	1.484	198.	2.203
12	504.	2.545	1.592	198.	2.533
13	471.	2.391	1.465	197.	2.147
14	530.	2.704	1.412	196.	1.994
15	505.	2.563	1.496	197.	2.237
16	507.	2.574	1.645	197.	2.705
17	471.	2.391	1.364	197.	1.862
18	479.	2.431	1.386	197.	1.920
19	528.	2.680	1.472	197.	2.168
20	494.	2.520	1.564	196.	2.446
21	558.	2.832	1.722	197.	2.967
22	427.	2.201	1.546	194.	2.389
23	502.	2.561	1.611	196.	2.596
24	865.	4.391	2.165	197.	4.688

RESULTS FOR THOSE TEACHERS WHO HAVE RECEIVED THEIR MA OR MS

#	TOTAL	AVERAGE	ST.DEV.	N	VARIANCE
1	25.	1.786	0.426	14.	0.181
2	10.	1.111	0.333	9.	0.111
3	10.	1.111	0.333	9.	0.111
4	17.	1.545	0.522	11.	0.273
5	10.	1.111	0.333	9.	0.111
6	16.	1.455	0.522	11.	0.273
7	26.	1.733	1.624	15.	2.638
8	33.	2.200	1.656	15.	2.743
9	36.	2.400	1.502	15.	2.257
10	29.	1.933	1.033	15.	1.067
11	43.	2.867	1.767	15.	3.124
12	39.	2.600	1.993	15.	3.971
13	38.	2.533	1.506	15.	2.267
14	37.	2.467	1.552	15.	2.410
15	48.	3.200	2.242	15.	5.029
16	50.	3.333	2.320	15.	5.381
17	31.	2.067	1.335	15.	1.781
18	42.	2.800	2.305	15.	5.314
19	41.	2.733	1.870	15.	3.495
20	45.	3.000	1.890	15.	3.571
21	42.	3.000	2.320	14.	5.385
22	25.	1.667	1.543	15.	2.381
23	29.	1.933	1.335	15.	1.781
24	69.	4.600	2.165	15.	4.686

```
RESULTS FOR THOSE TEACHERS WHO HAVE RECEIVED THEIR MA+OR MS +
#  TOTAL          AVERAGE      ST.DEV.       N         VARIANCE
 1    45.          1.875        0.338       24.          0.114
 2    28.          1.474        0.513       19.          0.263
 3    25.          1.316        0.478       19.          0.228
 4    32.          1.455        0.510       22.          0.260
 5    26.          1.368        0.496       19.          0.246
 6    32.          1.524        0.512       21.          0.262
 7    48.          1.778        1.013       27.          1.026
 8    52.          1.926        1.357       27.          1.840
 9    56.          2.074        1.615       27.          2.610
10    46.          1.704        1.295       27.          1.678
11    80.          2.963        1.581       27.          2.499
12    54.          2.000        1.271       27.          1.615
13    55.          2.037        1.315       27.          1.729
14    62.          2.296        1.728       27.          2.986
15    60.          2.222        1.251       27.          1.564
16    52.          1.926        1.207       27.          1.456
17    40.          1.481        0.802       27.          0.644
18    54.          2.000        1.414       27.          2.000
19    46.          1.704        0.869       27.          0.755
20    55.          2.037        1.126       27.          1.268
21    71.          2.630        1.523       27.          2.319
22    45.          1.667        0.961       27.          0.923
23    70.          2.593        2.024       27.          4.097
24    65.          2.500        1.631       26.          2.660
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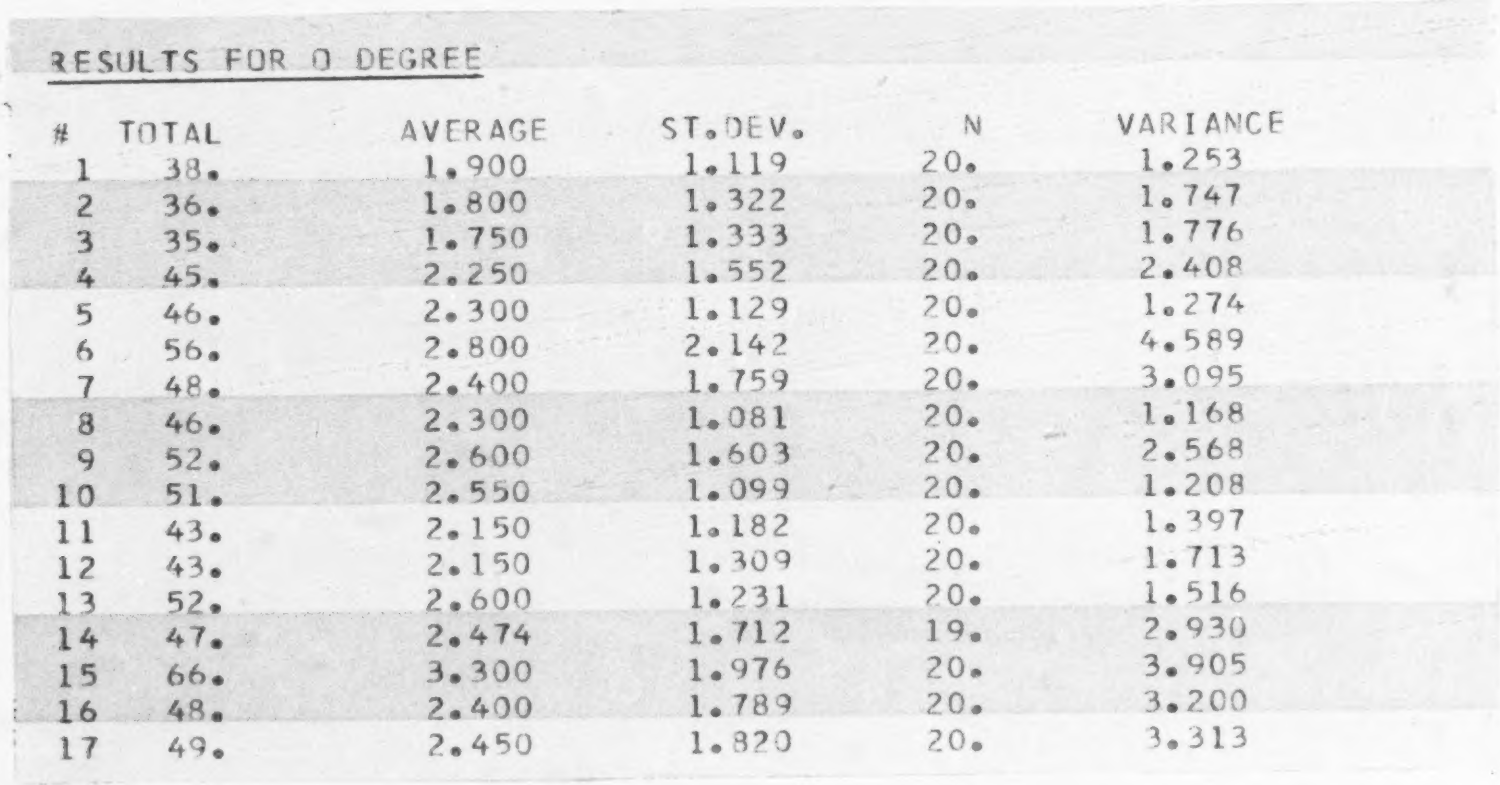

RESULTS FOR 0 DEGREE

#	TOTAL	AVERAGE	ST.DEV.	N	VARIANCE
1	38.	1.900	1.119	20.	1.253
2	36.	1.800	1.322	20.	1.747
3	35.	1.750	1.333	20.	1.776
4	45.	2.250	1.552	20.	2.408
5	46.	2.300	1.129	20.	1.274
6	56.	2.800	2.142	20.	4.589
7	48.	2.400	1.759	20.	3.095
8	46.	2.300	1.081	20.	1.168
9	52.	2.600	1.603	20.	2.568
10	51.	2.550	1.099	20.	1.208
11	43.	2.150	1.182	20.	1.397
12	43.	2.150	1.309	20.	1.713
13	52.	2.600	1.231	20.	1.516
14	47.	2.474	1.712	19.	2.930
15	66.	3.300	1.976	20.	3.905
16	48.	2.400	1.789	20.	3.200
17	49.	2.450	1.820	20.	3.313

Questionnaire and Computer Printout

"Principal's Perception of Teacher Preferences
for the Utilization of External Consultant Service"

Principal's Perception of Teacher Preferences for the Utilization of External Consultant Service

(Please fill out one form per each school you serve.)

1. Name of school served: ______________________________

2. What type school? check one: NY pilot __, NY demo __, Pa. pilot __,
Pa. demo __

3. Name of consultant: ______________________________

4. With how many teachers do you work? ______________

5. ERIE affiliated teachers are expected to commit approximately 30 minutes to science instruction five days per week. Against this "quantity" expectation, how do you evaluate this school's installation at this time? (circle one)

1	2	3	4	5	6
Science time is regularly scheduled each day.					There is little time commitment to science.

6. ERIE affiliated teachers are expected to use various process teaching techniques which make the pupils very active participants in their learning experience. Against this particular "quality" expectation, how do you evaluate this school's installation at this time? (circle one)

1	2	3	4	5	6
Pupils are actively involved at all times in discovering knowledge.					Pupils are passively involved at all times in absorbing knowledge.

Please respond to all the following continuum questions according to the importance you perceive that the teachers in the building attach to the condition or activity. For example, from your experience as consultant in the building how important do you think it is to the teachers to have a consultant do a demonstration lesson in the classroom?
Remember--you are not being asked how important you personally think a consultant activity is. You are asked to give your perception of how important the activity is in the minds of the teachers.

7. How important is it to the teachers to have consultant service available on a regular basis when they are implementing an innovative curriculum in their own classrooms?

1	2	3	4	5	6	7
Feel consultant service extremely necessary.						Feel no need for any consultant service.

8. How important is it to the teachers to have a consultant available to answer specific questions about the description of lessons that are contained in the teachers text (syllabus).

1 2 3 4 5 6 7

Very important Unimportant

9. How important is it to the teachers to have a consultant available to answer questions about equipment, obtain equipment, repair or replace equipment, set up equipment.

1 2 3 4 5 6 7

Very important Unimportant

Consultant Perception of Utilization Preferences

10. How important is it to the teachers to have a consultant available to demonstrate S-APA instruction for teachers, using small groups of students or a teacher's total class.

1 2 3 4 5 6 7

Very important Unimportant

11. How important is it to the teachers to have a consultant available to measure student achievement to insure that the curriculum does promote the desired student educational development.

1 2 3 4 5 6 7

Very important Unimportant

12. How important is it to the teachers to have a consultant available to observe the classroom teacher while she teaches a lesson from the curriculum, then describe and constructively discuss the teacher's performance in a conference immediately following the lesson.

1 2 3 4 5 6 7

Very important Unimportant

13. How important is it to the teachers to have a consultant available to interpret the program to various administrators, parents, PTA, school visitors, etc., in your school district.

1 2 3 4 5 6 7
Very important Unimportant

14. How important is it to the teachers to have a consultant available to work with a small group of children in the classroom to evaluate the effectiveness of a specific lesson from the curriculum (evaluate the curriculum itself).

1 2 3 4 5 6 7
Very important Unimportant

15. How important is it to the teachers to have a consultant available to assist the teacher to set quantity and quality goals for the amount of the curriculum to be taught in a school year.

1 2 3 4 5 6 7
Very important Unimportant

16. How important is it to the teachers to have a consultant available to assist the teacher in modifying lessons in the curriculum to best fit the needs of the children in that classroom.

1 2 3 4 5 6 7
Very important Unimportant

17. How important is it to the teachers to have a consultant available to meet with teachers on a grade level basis after school or during planning periods to supply continuing inservice experiences in the new curriculum.

1 2 3 4 5 6 7
Very important Unimportant

18. How important is it to the teachers to have a consultant available to answer teacher questions about the general subject matter area (science questions) upon which the innovative curriculum is based. For example, serve as the "science expert" and handle questions about "science."

1 2 3 4 5 6 7
Very important Unimportant

19. How important is it to the teachers to have a consultant available to assist the teacher to employ teaching techniques and classroom management strategies that foster regular, active student interaction with the materials of the curriculum.

1 2 3 4 5 6 7
Very important — Unimportant

20. How important is it to the teachers to have a consultant available to assist teachers in developing new learning experiences for children that help transfer skills and knowledge acquired from the new curriculum to their reading, language arts, math, and social studies experiences.

1 2 3 4 5 6 7
Very important — Unimportant

21. Do you think the teachers believe that a consultant can be more effective in the classroom working cooperatively with teachers and students or more effective in the conference room discussing the program with the teacher?

1 2 3 4 5 6 7
Believe consultant more effective in classroom — Believe consultant more effective away from classroom

22. Do you think the teachers believe that a consultant's time is used more effectively when the teachers are teaching S-APA or when they are not teaching S-APA on the day he is working in their school?

1 2 3 4 5 6 7
More effective when teaching S-APA — More effective when not teaching S-APA

23. Do you think the teachers believe it is beneficial to the students for the consultant to occasionally "team up" with the teacher so that the class is taught by the teacher and the consultant during a lesson.

1 2 3 4 5 6 7
They believe this very beneficial — They believe this not beneficial

24. What do you recommend be done to improve the utilization of the consultant's time and expertise. Be specific.

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RESULTS FOR  ALL PRINCIPALS
RESULTS FOR PERCEPTION OF CONSULTANT UTILIZATIONS
 TOTAL            AVERAGE       ST.DEV.        N         VARIANCE
   82.             2.412         1.158        34.          1.340
   75.             2.143         1.033        35.          1.067
   86.             2.000         1.309        43.          1.714
  111.             2.523         1.486        44.          2.209
  124.             2.818         1.559        44.          2.431
   94.             2.136         1.391        44.          1.934
  139.             3.159         1.829        44.          3.346
  126.             2.864         1.773        44.          3.144
  143.             3.250         1.832        44.          3.355
  142.             3.227         1.696        44.          2.877
  127.             2.886         1.558        44.          2.429
  115.             2.614         1.450        44.          2.103
   87.             1.977         1.131        44.          1.279
  102.             2.318         1.475        44.          2.175

   122.             2.773         1.696        44.          2.877
   122.             2.773         1.790        44.          3.203
   115.             2.614         1.646        44.          2.708
   101.             2.295         1.579        44.          2.492
   113.             2.568         1.421        44.          2.019
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RESULTS FOR  NEW YORK PRINCIPALS
RESULTS FOR PERCEPTION OF CONSULTANT UTILIZATIONS
 TOTAL             AVERAGE        ST.DEV.        N          VARIANCE
    57.             2.714          1.146        21.           1.314
    51.             2.429          1.028        21.           1.057
    63.             2.520          1.610        25.           2.593
    77.             3.080          1.778        25.           3.160
    75.             3.000          1.708        25.           2.917
    57.             2.375          1.469        24.           2.158
    86.             3.440          1.873        25.           3.507
    74.             2.960          1.791        25.           3.207
    88.             3.520          2.044        25.           4.177
   100.             4.000          1.848        25.           3.417
    84.             3.360          1.753        25.           3.073
    75.             3.000          1.708        25.           2.917
    56.             2.240          1.300        25.           1.690
    64.             2.560          1.474        25.           2.173
    79.             3.160          1.772        25.           3.140
    79.             3.160          1.795        25.           3.223
    85.             3.400          1.848        25.           3.417
    61.             2.440          1.417        25.           2.007
    76.             3.040          1.485        25.           2.207
RESULTS FOR  PENNSYLVANIA PRINCIPALS
RESULTS FOR PERCEPTION OF CONSULTANT UTILIZATIONS
 TOTAL             AVERAGE        ST.DEV.        N          VARIANCE
    25.             1.923          1.038        13.           1.077
    34.             2.125          0.957        16.           0.917
    31.             1.632          0.831        19.           0.690
    40.             2.105          1.100        19.           1.211
    48.             2.526          1.389        19.           1.930
    32.             1.684          0.885        19.           0.784
    64.             3.368          1.862        19.           3.468
    53.             2.789          1.782        19.           3.175
    63.             3.316          1.701        19.           2.895
    53.             2.789          1.437        19.           2.064
    52.             2.737          1.558        19.           2.427
    46.             2.421          1.346        19.           1.813
    34.             1.789          0.855        19.           0.731
    43.             2.263          1.558        19.           2.427
    54.             2.842          1.608        19.           2.585
    48.             2.526          1.679        19.           2.819
    44.             2.316          1.455        19.           2.117
    39.             2.053          1.545        19.           2.386
    38.             2.000          1.054        19.           1.111
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IEF285I    SYS1.UT1                                            .KEPT
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IEF237I FT02F001 ON 081
IEF237I FT03F001 ON 082
IEF237I SYSPLOTR ON 083

RESULTS FOR  PILOT SCHOOL PRINCIPALS
RESULTS FOR PERCEPTION  OF CONSULTANT UTILIZATIONS
 TOTAL          AVERAGE      ST.DEV.       N        VARIANCE
    69.          2.875        1.035       24.        1.071
    65.          2.708        0.955       24.        0.911
    62.          2.583        1.530       24.        2.341
    59.          2.458        1.503       24.        2.259
    63.          2.625        1.279       24.        1.636
    53.          2.304        1.521       23.        2.312
    89.          3.708        1.706       24.        2.911
    81.          3.375        1.929       24.        3.723
    88.          3.667        1.834       24.        3.362
    99.          4.125        1.752       24.        3.071
    83.          3.458        1.719       24.        2.955
    79.          3.292        1.654       24.        2.737
    59.          2.458        1.250       24.        1.563
    62.          2.583        1.349       24.        1.819
    87.          3.625        1.527       24.        2.332
    85.          3.542        1.841       24.        3.389
    76.          3.167        1.786       24.        3.188
    63.          2.625        1.408       24.        1.984
    75.          3.125        1.296       24.        1.679
RESULTS FOR  DEMONSTRATION SCHOOL PRINCIPALS
RESULTS FOR PERCEPTION OF CONSULTANT UTILIZATIONS
 TOTAL          AVERAGE      ST.DEV.       N        VARIANCE
    13.          1.300        0.483       10.        0.233
    20.          1.538        0.519       13.        0.269
    32.          1.600        0.995       20.        0.989
    58.          2.900        1.683       20.        2.832
    60.          3.000        1.892       20.        3.579
    36.          1.800        0.894       20.        0.800
    61.          3.050        1.986       20.        3.945
    46.          2.300        1.380       20.        1.905
    63.          3.150        1.954       20.        3.818
    54.          2.700        1.490       20.        2.221
    53.          2.650        1.565       20.        2.450
    42.          2.100        1.210       20.        1.463
    31.          1.550        0.759       20.        0.576
    45.          2.250        1.682       20.        2.829
    46.          2.300        1.625       20.        2.642
    42.          2.100        1.294       20.        1.674
    53.          2.650        1.725       20.        2.976
    37.          1.850        1.461       20.        2.134
    39.          1.950        1.276       20.        1.629
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Questionnaire and Computer Printout

"Consultant's Perception of Teacher Preferences for
the Utilization of External Consultant Service"

EASTERN REGIONAL INSTITUTE FOR EDUCATION

November,1969

Consultant Perception of Teacher Preferences for the Utilization of External Consultant Service

(Please fill out one form per each school you serve.)

1. Name of school served: ______________________________

2. What type school? check one: NY pilot __, NY demo __, Pa. pilot __, Pa. demo __

3. Name of consultant: ______________________________

4. With how many teachers do you work? ______________

5. ERIE affiliated teachers are expected to commit approximately 30 minutes to science instruction five days per week. Against this "quantity" expectation, how do you evaluate this school's installation at this time? (circle one)

1	2	3	4	5	6
Science time is regularly scheduled each day.					There is little time commitment to science.

6. ERIE affiliated teachers are expected to use various process teaching techniques which make the pupils very active participants in their learning experience. Against this particular "quality" expectation, how do you evaluate this school's installation at this time? (circle one)

1	2	3	4	5	6
Pupils are actively involved at all times in discovering knowledge.					Pupils are passively involved at all times in absorbing knowledge.

Please respond to all the following continuum questions according to the importance you perceive that the teachers in the building attach to the condition or activity. For example, from your experience as consultant in the building how important do you think it is to the teachers to have a consultant do a demonstration lesson in the classroom?
Remember--you are not being asked how important you personally think a consultant activity is. You are asked to give your perception of how important the activity is in the minds of the teachers.

7. How important is it to the teachers to have consultant service available on a regular basis when they are implementing an innovative curriculum in their own classrooms?

1	2	3	4	5	6	7
Feel consultant service extremely necessary.						Feel no need for any consultant service.

8. How important is it to the teachers to have a consultant available to answer specific questions about the description of lessons that are contained in the teachers text (syllabus).

1	2	3	4	5	6	7
Very important						Unimportant

9. How important is it to the teachers to have a consultant available to answer questions about equipment, obtain equipment, repair or replace equipment, set up equipment.

1	2	3	4	5	6	7
Very important						Unimportant

Consultant Perception of Utilization Preferences

10. How important is it to the teachers to have a consultant available to demonstrate S-APA instruction for teachers, using small groups of students or a teacher's total class.

1	2	3	4	5	6	7
Very important						Unimportant

11. How important is it to the teachers to have a consultant available to measure student achievement to insure that the curriculum does promote the desired student educational development.

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Very important						Unimportant

12. How important is it to the teachers to have a consultant available to observe the classroom teacher while she teaches a lesson from the curriculum, then describe and constructively discuss the teacher's performance in a conference immediately following the lesson.

1	2	3	4	5	6	7
Very important						Unimportant

13. How important is it to the teachers to have a consultant available to interpret the program to various administrators, parents, PTA, school visitors, etc., in your school district.

1 2 3 4 5 6 7

Very important Unimportant

14. How important is it to the teachers to have a consultant available to work with a small group of children in the classroom to evaluate the effectiveness of a specific lesson from the curriculum (evaluate the curriculum itself).

1 2 3 4 5 6 7

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15. How important is it to the teachers to have a consultant available to assist the teacher to set quantity and quality goals for the amount of the curriculum to be taught in a school year.

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16. How important is it to the teachers to have a consultant available to assist the teacher in modifying lessons in the curriculum to best fit the needs of the children in that classroom.

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1 2 3 4 5 6 7

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1 2 3 4 5 6 7

Very important Unimportant

19. How important is it to the teachers to have a consultant available to assist the teacher to employ teaching techniques and classroom management strategies that foster regular, active student interaction with the materials of the curriculum.

1 2 3 4 5 6 7

Very important ... Unimportant

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1 2 3 4 5 6 7

Very important ... Unimportant

21. Do you think the teachers believe that a consultant can be more effective in the classroom working cooperatively with teachers and students or more effective in the conference room discussing the program with the teacher?

1 2 3 4 5 6 7

Believe consultant more effective in classroom ... Believe consultant more effective away from classroom

22. Do you think the teachers believe that a consultant's time is used more effectively when the teachers are teaching S-APA or when they are not teaching S-APA on the day he is working in their school?

1 2 3 4 5 6 7

More effective when teaching S-APA ... More effective when not teaching S-APA

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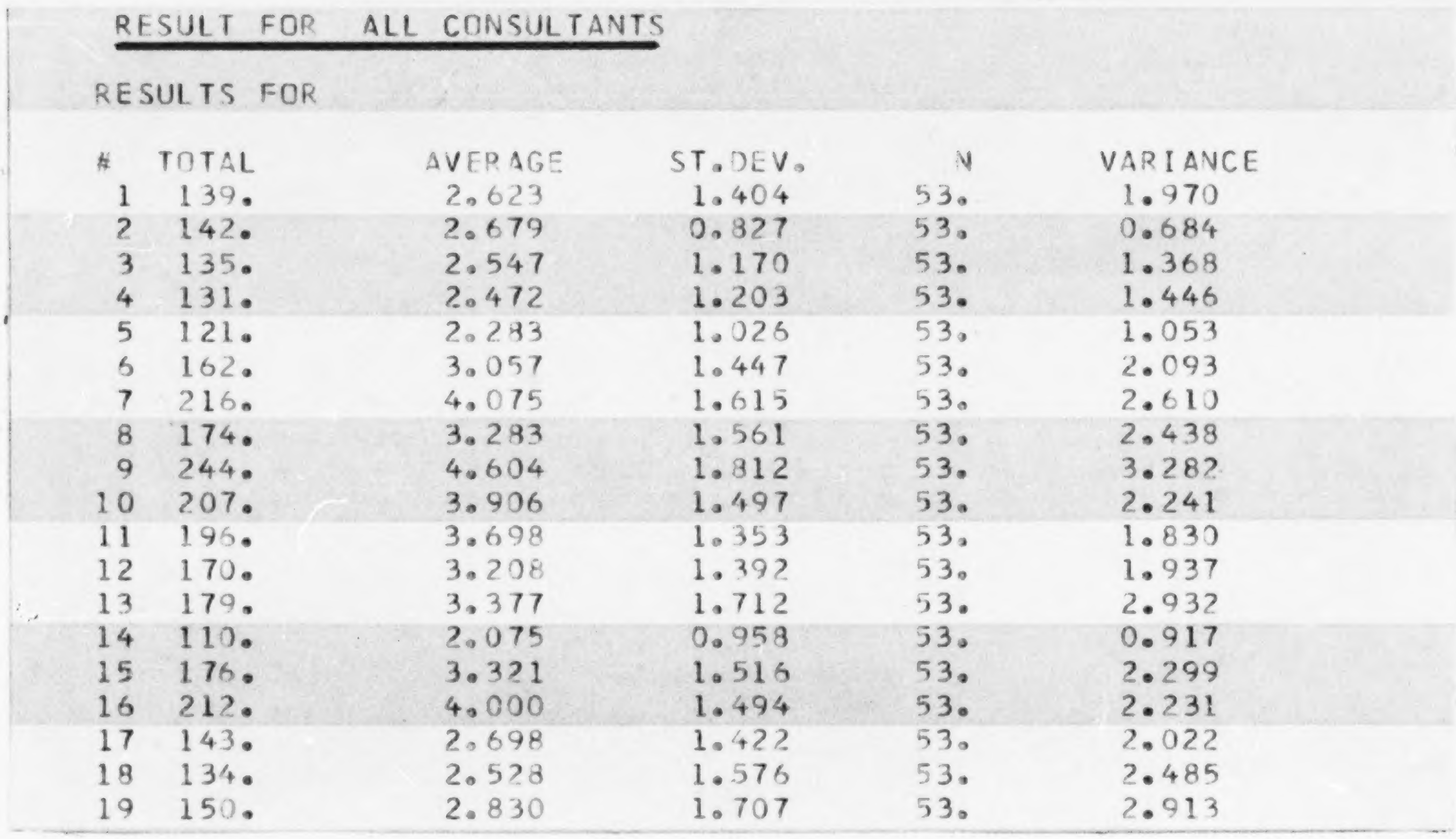
1 2 3 4 5 6 7

They believe this very beneficial ... They believe this not beneficial

24. What do you recommend be done to improve the utilization of the consultant's time and expertise. Be specific.



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RESULT FOR  ALL CONSULTANTS

RESULTS FOR

 #   TOTAL              AVERAGE      ST.DEV.        N        VARIANCE
 1    139.               2.623        1.404        53.         1.970
 2    142.               2.679        0.827        53.         0.684
 3    135.               2.547        1.170        53.         1.368
 4    131.               2.472        1.203        53.         1.446
 5    121.               2.283        1.026        53.         1.053
 6    162.               3.057        1.447        53.         2.093
 7    216.               4.075        1.615        53.         2.610
 8    174.               3.283        1.561        53.         2.438
 9    244.               4.604        1.812        53.         3.282
10    207.               3.906        1.497        53.         2.241
11    196.               3.698        1.353        53.         1.830
12    170.               3.208        1.392        53.         1.937
13    179.               3.377        1.712        53.         2.932
14    110.               2.075        0.958        53.         0.917
15    176.               3.321        1.516        53.         2.299
16    212.               4.000        1.494        53.         2.231
17    143.               2.698        1.422        53.         2.022
18    134.               2.528        1.576        53.         2.485
19    150.               2.830        1.707        53.         2.913
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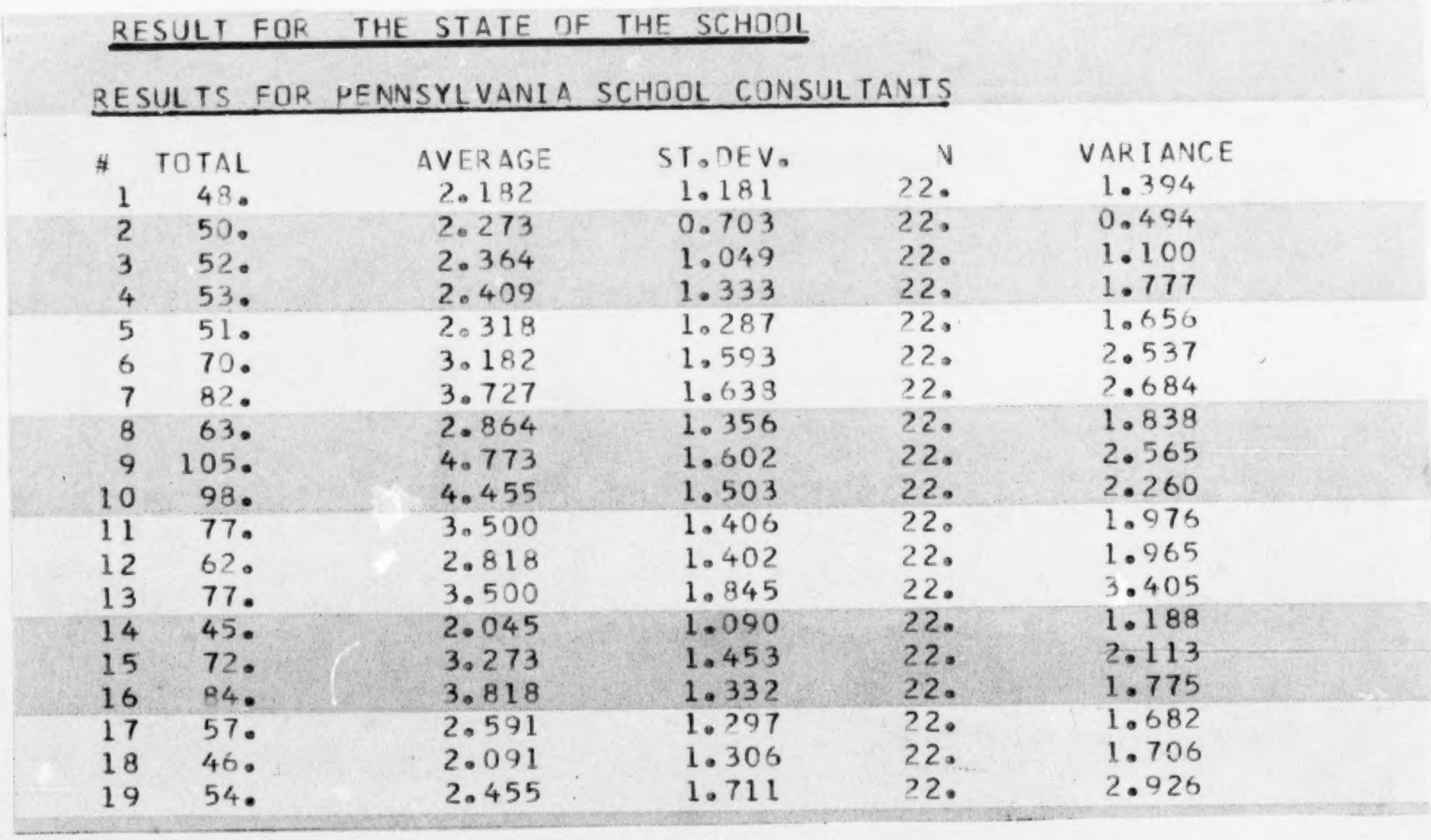

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RESULT FOR  THE STATE OF THE SCHOOL

RESULTS FOR PENNSYLVANIA SCHOOL CONSULTANTS

 #   TOTAL              AVERAGE      ST.DEV.        N        VARIANCE
 1     48.               2.182        1.181        22.         1.394
 2     50.               2.273        0.703        22.         0.494
 3     52.               2.364        1.049        22.         1.100
 4     53.               2.409        1.333        22.         1.777
 5     51.               2.318        1.287        22.         1.656
 6     70.               3.182        1.593        22.         2.537
 7     82.               3.727        1.638        22.         2.684
 8     63.               2.864        1.356        22.         1.838
 9    105.               4.773        1.602        22.         2.565
10     98.               4.455        1.503        22.         2.260
11     77.               3.500        1.406        22.         1.976
12     62.               2.818        1.402        22.         1.965
13     77.               3.500        1.845        22.         3.405
14     45.               2.045        1.090        22.         1.188
15     72.               3.273        1.453        22.         2.113
16     84.               3.818        1.332        22.         1.775
17     57.               2.591        1.297        22.         1.682
18     46.               2.091        1.306        22.         1.706
19     54.               2.455        1.711        22.         2.926
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RESULTS FOR NEW YORK SCHOOL CONSULTANTS

#	TOTAL	AVERAGE	ST.DEV.	N	VARIANCE
1	91.	2.935	1.482	31.	2.196
2	92.	2.968	0.795	31.	0.632
3	83.	2.677	1.249	31.	1.559
4	78.	2.516	1.122	31.	1.258
5	70.	2.258	0.815	31.	0.665
6	92.	2.968	1.354	31.	1.832
7	134.	4.323	1.579	31.	2.492
8	111.	3.581	1.649	31.	2.718
9	139.	4.484	1.964	31.	3.858
10	109.	3.516	1.387	31.	1.925
11	119.	3.839	1.319	31.	1.740
12	108.	3.484	1.338	31.	1.791
13	102.	3.290	1.637	31.	2.680
14	65.	2.097	0.870	31.	0.757
15	104.	3.355	1.582	31.	2.503
16	128.	4.129	1.607	31.	2.583
17	86.	2.774	1.521	31.	2.314
18	88.	2.839	1.695	31.	2.873
19	96.	3.097	1.680	31.	2.824

RESULT FOR THE TYPE OF SCHOOL

RESULTS FOR PILOT SCHOOL CONSULTANTS

#	TOTAL	AVERAGE	ST.DEV.	N	VARIANCE
1	79.	3.292	1.601	24.	2.563
2	69.	2.875	1.035	24.	1.071
3	66.	2.750	1.327	24.	1.761
4	64.	2.667	1.373	24.	1.884
5	53.	2.208	0.932	24.	0.868
6	75.	3.125	1.191	24.	1.418
7	99.	4.125	1.597	24.	2.549
8	90.	3.750	1.775	24.	3.152
9	117.	4.875	1.650	24.	2.723
10	96.	4.000	1.474	24.	2.174
11	97.	4.042	1.488	24.	2.216
12	80.	3.333	1.523	24.	2.319
13	83.	3.458	1.668	24.	2.781
14	50.	2.083	1.018	24.	1.036
15	86.	3.583	1.586	24.	2.514
16	96.	4.000	1.532	24.	2.348
17	77.	3.208	1.615	24.	2.607
18	67.	2.792	1.817	24.	3.303
19	77.	3.208	1.888	24.	3.563

RESULTS FOR DEMONSTRATION SCHOOL CONSULTANTS

#	TOTAL	AVERAGE	ST.DEV.	N	VARIANCE
1	60.	2.069	0.923	29.	0.852
2	73.	2.517	0.574	29.	0.330
3	69.	2.379	1.015	29.	1.030
4	67.	2.310	1.039	29.	1.079
5	68.	2.345	1.111	29.	1.234
6	87.	3.000	1.648	29.	2.714
7	117.	4.034	1.658	29.	2.749
8	84.	2.897	1.263	29.	1.596
9	127.	4.379	1.935	29.	3.744
10	111.	3.828	1.537	29.	2.362
11	99.	3.414	1.181	29.	1.394
12	90.	3.103	1.291	29.	1.667
13	96.	3.310	1.775	29.	3.150
14	60.	2.069	0.923	29.	0.852
15	90.	3.103	1.448	29.	2.096
16	116.	4.000	1.488	29.	2.214
17	66.	2.276	1.099	29.	1.207
18	67.	2.310	1.339	29.	1.793
19	73.	2.517	1.503	29.	2.259

RESULT FOR THE NUMBER OF TEACHERS THE CONSULTANT WORKS WITH

RESULTS FOR 1 - 5 TEACHERS

#	TOTAL	AVERAGE	ST.DEV.	N	VARIANCE
1	16.	1.778	0.833	9.	0.694
2	21.	2.333	0.500	9.	0.250
3	18.	2.000	0.866	9.	0.750
4	22.	2.444	1.333	9.	1.778
5	19.	2.111	0.928	9.	0.861
6	27.	3.000	1.581	9.	2.500
7	34.	3.778	1.716	9.	2.944
8	21.	2.333	1.118	9.	1.250
9	39.	4.333	1.803	9.	3.250
10	38.	4.222	1.641	9.	2.694
11	33.	3.667	1.118	9.	1.250
12	28.	3.111	1.269	9.	1.611
13	31.	3.444	1.740	9.	3.028
14	15.	1.667	0.707	9.	0.500
15	24.	2.667	1.225	9.	1.500
16	37.	4.111	1.167	9.	1.361
17	20.	2.222	1.481	9.	2.194
18	23.	2.556	2.007	9.	4.028
19	21.	2.333	1.500	9.	2.250

RESULTS FOR 6 - 10 TEACHERS

#	TOTAL	AVERAGE	ST.DEV.	N	VARIANCE
1	55.	2.391	1.118	23.	1.249
2	61.	2.652	0.647	23.	0.419
3	58.	2.522	1.039	23.	1.079
4	54.	2.348	1.027	23.	1.055
5	56.	2.435	1.161	23.	1.348
6	71.	3.087	1.730	23.	2.992
7	95.	4.130	1.576	23.	2.482
8	72.	3.130	1.217	23.	1.482
9	111.	4.826	1.775	23.	3.150
10	86.	3.739	1.453	23.	2.111
11	80.	3.478	1.201	23.	1.443
12	72.	3.130	1.359	23.	1.846
13	76.	3.304	1.917	23.	3.676
14	53.	2.304	0.926	23.	0.858
15	76.	3.304	1.521	23.	2.312
16	100.	4.348	1.555	23.	2.419
17	56.	2.435	1.161	23.	1.348
18	52.	2.261	1.054	23.	1.111
19	59.	2.565	1.674	23.	2.802

RESULTS FOR 11 - 15 TEACHERS

#	TOTAL	AVERAGE	ST.DEV.	N	VARIANCE
1	56.	3.500	1.592	16.	2.533
2	49.	3.063	0.998	16.	0.996
3	50.	3.125	1.310	16.	1.717
4	44.	2.750	1.438	16.	2.067
5	33.	2.063	0.929	16.	0.862
6	50.	3.125	1.025	16.	1.050
7	64.	4.000	1.633	16.	2.667
8	59.	3.688	2.024	16.	4.096
9	75.	4.688	1.815	16.	3.296
10	64.	4.000	1.592	16.	2.533
11	65.	4.063	1.652	16.	2.729
12	55.	3.438	1.504	16.	2.262
13	56.	3.500	1.751	16.	3.067
14	33.	2.063	1.124	16.	1.262
15	55.	3.438	1.548	16.	2.396
16	58.	3.625	1.668	16.	2.783
17	49.	3.063	1.436	16.	2.063
18	46.	2.875	1.784	16.	3.183
19	52.	3.250	1.807	16.	3.267

RESULTS FOR 16 OR MORE TEACHERS

#	TOTAL	AVERAGE	ST.DEV.	N	VARIANCE
1	12.	2.400	1.673	5.	2.800
2	11.	2.200	1.095	5.	1.200
3	9.	1.800	1.095	5.	1.200
4	11.	2.200	1.095	5.	1.200
5	13.	2.600	0.894	5.	0.800
6	14.	2.800	1.304	5.	1.700
7	23.	4.600	1.949	5.	3.800
8	22.	4.400	1.140	5.	1.300
9	19.	3.800	2.280	5.	5.200
10	19.	3.800	1.483	5.	2.200
11	18.	3.600	1.517	5.	2.300
12	15.	3.000	1.732	5.	3.000
13	16.	3.200	0.447	5.	0.200
14	9.	1.800	0.837	5.	0.700
15	21.	4.200	1.789	5.	3.200
16	17.	3.400	0.894	5.	0.800
17	18.	3.600	2.074	5.	4.300
18	13.	2.600	2.302	5.	5.300
19	18.	3.600	1.817	5.	3.300

RESULT FOR DEGREES

RESULTS FOR THE CONSULTANT HAS HIS DOCTORATE

#	TOTAL	AVERAGE	ST.DEV.	N	VARIANCE
1	28.	2.545	1.214	11.	1.473
2	30.	2.727	0.905	11.	0.818
3	23.	2.091	0.831	11.	0.691
4	20.	1.818	0.751	11.	0.564
5	21.	1.909	0.539	11.	0.291
6	27.	2.455	1.036	11.	1.073
7	39.	3.545	1.572	11.	2.473
8	26.	2.364	1.286	11.	1.655
9	52.	4.727	1.489	11.	2.218
10	42.	3.818	1.328	11.	1.764
11	38.	3.455	0.934	11.	0.873
12	32.	2.909	0.944	11.	0.891
13	28.	2.545	1.508	11.	2.273
14	20.	1.818	0.603	11.	0.364
15	27.	2.455	0.934	11.	0.873
16	40.	3.636	1.502	11.	2.255
17	20.	1.818	0.874	11.	0.764
18	21.	1.909	0.831	11.	0.691
19	22.	2.000	0.775	11.	0.600

RESULTS FOR THE CONSULTANT DOES NOT HAVE HIS DOCTORATE

#	TOTAL	AVERAGE	ST.DEV.	N	VARIANCE
1	111.	2.643	1.462	42.	2.138
2	112.	2.667	0.816	42.	0.667
3	112.	2.667	1.223	42.	1.496
4	111.	2.643	1.246	42.	1.552
5	100.	2.381	1.103	42.	1.217
6	135.	3.214	1.507	42.	2.270
7	177.	4.214	1.616	42.	2.612
8	148.	3.524	1.550	42.	2.402
9	192.	4.571	1.902	42.	3.617
10	165.	3.929	1.552	42.	2.409
11	158.	3.762	1.445	42.	2.088
12	138.	3.286	1.486	42.	2.209
13	151.	3.595	1.712	42.	2.930
14	90.	2.143	1.026	42.	1.052
15	149.	3.548	1.565	42.	2.449
16	172.	4.095	1.495	42.	2.235
17	123.	2.929	1.455	42.	2.117
18	113.	2.690	1.689	42.	2.853
19	128.	3.048	1.821	42.	3.315

RESULT FOR ACADEMIC RANK

RESULTS FOR INSTRUCTORS

#	TOTAL	AVERAGE	ST.DEV.	N	VARIANCE
1	16.	2.286	1.380	7.	1.905
2	19.	2.714	0.488	7.	0.238
3	19.	2.714	1.254	7.	1.571
4	24.	3.429	1.397	7.	1.952
5	17.	2.429	0.976	7.	0.952
6	24.	3.429	1.397	7.	1.952
7	34.	4.857	1.864	7.	3.476
8	26.	3.714	1.604	7.	2.571
9	29.	4.143	2.410	7.	5.810
10	33.	4.714	1.604	7.	2.571
11	27.	3.857	0.900	7.	0.810
12	30.	4.286	1.704	7.	2.905
13	32.	4.571	1.272	7.	1.619
14	20.	2.857	1.345	7.	1.810
15	26.	3.714	1.113	7.	1.238
16	34.	4.857	1.676	7.	2.810
17	22.	3.143	1.464	7.	2.143
18	21.	3.000	2.000	7.	4.000
19	27.	3.857	2.116	7.	4.476

RESULTS FOR ASSISTANT PROFESSORS

#	TOTAL	AVERAGE	ST.DEV.	N	VARIANCE
1	30.	2.727	1.191	11.	1.418
2	28.	2.545	0.934	11.	0.873
3	30.	2.727	1.009	11.	1.018
4	27.	2.455	0.820	11.	0.673
5	30.	2.727	1.489	11.	2.218
6	38.	3.455	1.753	11.	3.073
7	44.	4.000	1.549	11.	2.400
8	37.	3.364	1.362	11.	1.855
9	53.	4.818	1.722	11.	2.964
10	45.	4.091	1.814	11.	3.291
11	37.	3.364	1.027	11.	1.055
12	31.	2.818	0.982	11.	0.964
13	42.	3.818	1.940	11.	3.764
14	22.	2.000	0.632	11.	0.400
15	41.	3.727	1.679	11.	2.818
16	44.	4.000	1.414	11.	2.000
17	30.	2.727	1.272	11.	1.618
18	33.	3.000	1.414	11.	2.000
19	34.	3.091	2.023	11.	4.091

RESULTS FOR ASSOCIATE PROFESSORS

#	TOTAL	AVERAGE	ST.DEV.	N	VARIANCE
1	35.	2.059	1.249	17.	1.559
2	39.	2.294	0.849	17.	0.721
3	38.	2.235	1.147	17.	1.316
4	33.	1.941	1.029	17.	1.059
5	34.	2.000	0.791	17.	0.625
6	49.	2.882	1.409	17.	1.985
7	56.	3.294	1.687	17.	2.846
8	37.	2.176	0.883	17.	0.779
9	75.	4.412	1.770	17.	3.132
10	65.	3.824	1.074	17.	1.154
11	50.	2.941	0.827	17.	0.684
12	42.	2.471	1.007	17.	1.015
13	50.	2.941	1.478	17.	2.184
14	30.	1.765	0.752	17.	0.566
15	44.	2.588	1.460	17.	2.132
16	62.	3.647	1.169	17.	1.368
17	44.	2.588	1.064	17.	1.132
18	29.	1.706	0.772	17.	0.596
19	37.	2.176	1.015	17.	1.029

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RESULTS FOR FULL PROFESSORS

 #  TOTAL          AVERAGE     ST.DEV.       N       VARIANCE
 1    18.           2.250       0.886        8.       0.786
 2    22.           2.750       0.463        8.       0.214
 3    17.           2.125       0.835        8.       0.696
 4    19.           2.375       1.408        8.       1.982
 5    17.           2.125       0.835        8.       0.696
 6    24.           3.000       1.414        8.       2.000
 7    32.           4.000       1.069        8.       1.143
 8    24.           3.000       1.309        8.       1.714
 9    38.           4.750       1.282        8.       1.643
10    30.           3.750       1.165        8.       1.357
11    34.           4.250       1.581        8.       2.500
12    25.           3.125       0.991        8.       0.982
13    20.           2.500       1.195        8.       1.429
14    16.           2.000       0.756        8.       0.571
15    24.           3.000       0.756        8.       0.571
16    30.           3.750       1.488        8.       2.214
17    15.           1.875       1.126        8.       1.268
18    13.           1.625       0.518        8.       0.268
19    14.           1.750       0.463        8.       0.214
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RESULTS FOR ERIE STAFF

 #  TOTAL          AVERAGE     ST.DEV.       N       VARIANCE
 1    40.           4.000       1.491       10.       2.222
 2    34.           3.400       0.699       10.       0.489
 3    31.           3.100       1.449       10.       2.100
 4    28.           2.800       1.229       10.       1.511
 5    23.           2.300       0.949       10.       0.900
 6    27.           2.700       1.337       10.       1.789
 7    50.           5.000       1.247       10.       1.556
 8    50.           5.000       1.333       10.       1.778
 9    49.           4.900       2.132       10.       4.544
10    34.           3.400       1.897       10.       3.600
11    48.           4.800       1.687       10.       2.844
12    42.           4.200       1.549       10.       2.400
13    35.           3.500       2.068       10.       4.278
14    22.           2.200       1.229       10.       1.511
15    41.           4.100       1.729       10.       2.989
16    42.           4.200       1.932       10.       3.733
17    32.           3.200       2.098       10.       4.400
18    38.           3.800       1.989       10.       3.956
19    38.           3.800       1.874       10.       3.511
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RESULTS FORRAN PROFS

 #  TOTAL          AVERAGE       ST.DEV.        N        VARIANCE
 1   104.           2.419         1.074        43.        1.154
 2   103.           2.395         1.198        43.        1.435
 3    98.           2.279         1.054        43.        1.111
 4   135.           3.140         1.473        43.        2.171
 5   166.           3.860         1.627        43.        2.647
 6   124.           2.884         1.331        43.        1.772
 7   195.           4.535         1.750        43.        3.064
 8   173.           4.023         1.389        43.        1.928
 9   148.           3.442         1.140        43.        1.300
10   128.           2.977         1.263        43.        1.595
11   144.           3.349         1.646        43.        2.709
12    88.           2.047         0.899        43.        0.807
13   135.           3.140         1.424        43.        2.028
14   170.           3.953         1.396        43.        1.950
15   111.           2.581         1.220        43.        1.487
16    96.           2.233         1.324        43.        1.754
17   112.           2.605         1.606        43.        2.578
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RESULT FOR TYPE OF TEACHER THE CONSULTANT IS

RESULTS FOR SCIENCE

#	TOTAL	AVERAGE	ST.DEV.	N	VARIANCE
1	48.	2.526	1.429	19.	2.041
2	44.	2.316	0.820	19.	0.673
3	51.	2.684	1.108	19.	1.228
4	49.	2.579	1.346	19.	1.813
5	45.	2.368	0.895	19.	0.801
6	68.	3.579	1.427	19.	2.035
7	84.	4.421	1.387	19.	1.924
8	62.	3.263	1.447	19.	2.094
9	98.	5.158	1.425	19.	2.029
10	80.	4.211	1.512	19.	2.287
11	72.	3.789	1.357	19.	1.842
12	61.	3.211	1.273	19.	1.620
13	70.	3.684	1.493	19.	2.228
14	40.	2.105	0.809	19.	0.655
15	68.	3.579	1.387	19.	1.924
16	76.	4.000	1.247	19.	1.556
17	49.	2.579	1.216	19.	1.480
18	44.	2.316	1.765	19.	3.117
19	53.	2.789	1.751	19.	3.064

RESULTS FOR SCIENCE METHODS

#	TOTAL	AVERAGE	ST.DEV.	N	VARIANCE
1	52.	2.737	1.485	19.	2.205
2	54.	2.842	0.834	19.	0.696
3	47.	2.474	1.264	19.	1.596
4	41.	2.158	0.898	19.	0.807
5	38.	2.000	1.054	19.	1.111
6	50.	2.632	1.212	19.	1.468
7	69.	3.632	1.640	19.	2.690
8	61.	3.211	1.718	19.	2.953
9	89.	4.684	1.797	19.	3.228
10	65.	3.421	1.346	19.	1.813
11	70.	3.684	1.668	19.	2.784
12	59.	3.105	1.410	19.	1.988
13	54.	2.842	1.803	19.	3.251
14	34.	1.789	0.855	19.	0.731
15	62.	3.263	1.593	19.	2.538
16	71.	3.737	1.628	19.	2.649
17	53.	2.789	1.782	19.	3.175
18	53.	2.789	1.584	19.	2.509
19	53.	2.789	1.653	19.	2.731

RESULTS FOR ELEMENTARY METHODS

#	TOTAL	AVERAGE	ST.DEV.	N	VARIANCE
1	39.	2.600	1.352	15.	1.829
2	44.	2.933	0.704	15.	0.495
3	37.	2.467	1.187	15.	1.410
4	41.	2.733	1.335	15.	1.781
5	38.	2.533	1.125	15.	1.267
6	44.	2.933	1.624	15.	2.638
7	63.	4.200	1.821	15.	3.314
8	51.	3.400	1.595	15.	2.543
9	57.	3.800	2.077	15.	4.314
10	62.	4.133	1.598	15.	2.552
11	54.	3.600	0.910	15.	0.829
12	50.	3.333	1.589	15.	2.524
13	55.	3.667	1.799	15.	3.238
14	36.	2.400	1.183	15.	1.400
15	46.	3.067	1.624	15.	2.638
16	65.	4.333	1.633	15.	2.667
17	41.	2.733	1.223	15.	1.495
18	37.	2.467	1.356	15.	1.838
19	44.	2.933	1.831	15.	3.352